

The Modern Language Journal

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LE ROMAN FRANÇAIS DEPUIS LA GUERRE¹

Par ALBERT SCHINZ

Celui qui m'a d'abord frappé lorsque j'eus réuni mes notes pour cette conférence, c'est la richesse et la variété du sujet. Comment, dans ce fourmillement de tentatives intéressantes pour solliciter l'attention du public, s'y prendre pour faire justice au moins aux plus importantes, pour ne pas laisser dans vos esprits le sens de la confusion?

J'aurais pu simplifier ma tâche en choisissant *quelques* romans — mais de quel droit, *moi*, choisir pour *vous*? J'ai une plus haute conception de mes obligations, et puisque vous êtes réunis ici pour une étude sur le roman français depuis la guerre, cette étude générale sera tentée.

On peut distinguer trois grandes catégories de romans depuis la guerre.

I. Ceux dont les auteurs ignorent la guerre, c.à.d., considèrent le formidable épisode de 1914 à 1918 comme étranger à l'art; ils continuent la littérature d'avant-guerre. Disons tout de suite qu'ils sont l'exception.

II. Les romans dont les auteurs se montrent très conscients de la grande crise, et où l'on s'attache à comprendre ce qu'est la France d'après-guerre. On y étudie les éléments que la guerre a mis en évidence; on cherche à dégager le nouveau et à éliminer les éléments morts et qui ne doivent plus compter. Les auteurs pèsent toujours, apprécient parfois, mais ils ne vont pas plus loin; ils envisagent que les remèdes efficaces ne sauraient être envisagés et proposés qu'une fois que l'enquête aura été faite, consciencieuse et complète. Ces romans de tâtonnement — du plus haut intérêt souvent — sont très nombreux.

¹ Extraits d'une conférence donnée à New York le 7 Nov. 1922. Remise à jour en février 1923.

III. Les romans d'auteurs qui sont assez sûrs d'eux-mêmes pour proposer délibérément, et dès aujourd'hui la philosophie nouvelle, ou, en somme, comme nous le verrons, relativement *nouvelle*, puisqu'il s'agit de remèdes depuis longtemps connus, mais dont on voudrait démontrer la vertu pour l'heure actuelle.

I

LE ROMAN FRANÇAIS QUI SIMPLEMENT CONTINUE LA
LITTÉRATURE D'AVANT GUERRE

Quand je dis: le roman "qui *simplement* continue . . .," je devrais expliquer le mot "simplement". Il y a eu, en effet, pour certains des auteurs dont il s'agit ici une préoccupation aussi; celle-ci: "La France, a-t-on dit, dans son grand désir d'être agréable à ses alliés, a été portée à faire souvent des concessions excessives dans le domaine de l'art et de la pensée. On a pensé que le moyen d'être agréable et de se faire agréer (car tous avaient besoin de tous), il fallait devenir aussi semblable que possible à ceux dont on cherchait l'amitié; bref, on a voulu qu'on puisse trouver Londres ou New-York dans tel roman de Paris, comme on cherchait soi-même trop souvent Paris à New-York ou Londres." C'est là une erreur: Qu'est-ce que les Anglo-saxons admiraient chez les Français?—c'était justement ce qui était français et non anglo-saxon. Donc cessons de commettre l'erreur d'éviter tout ce qui est spécifiquement français et d'écrire des pièces et des romans anglo-saxons en français; affirmons notre individualité en littérature; affirmons-la très fort; exagérons-la plutôt.

Ce raisonnement a été fait, parfois, d'une façon que certains estimeront fâcheuse, parfois avec beaucoup de jugement.

Parmi ceux qui l'ont fait d'une façon qui sera toujours difficilement comprise dans les pays de langue anglaise, est Rachilde (la femme d'Alfred Vallette, directeur du *Mercure de France*)—et on sait que les femmes sont volontiers extrêmes—dans *La Souris Japonaise* (1921) et dans *La Grande Saigneuse* (1922). Et c'est ici qu'il faudrait ranger une autre femme, Colette Willy, d'un talent extraordinaire—qu'elle crut bon de mettre au service d'une pensée qu'elle pensera libre et qui est beaucoup plus, dans *Chéri*, (1920) et *Mitson* (1919); tous les deux—si on accepte le genre—sont de petits chefs d'œuvres.

Citons aussi—parmi les romans qui comptent—*Pêcheresse* d'Henri de Régnier (1920) qui reprend un problème tout analogue

au fameux roman de Marcelle Tinayre, *La Maison du Pêché*, c.à.d. les ravages du démon de la volupté dans une âme puritaine (chez Tinayre c'était un Janséniste, chez Régnier c'est une calviniste). Pour qui n'admet pas la psychologie, même la plus raffinée, comme but unique à un roman, le détachement absolu de l'académicien—que L. Daudet appelait le "pendu gelé"—paraîtra du libertinage.

Il y en a d'autres qui méritent notre attention et d'où, au contraire, tout esprit de libertinisme frondeur est absent. Ainsi le *Colas Breugnot* (1919) de Romain Rolland, que beaucoup ont lu et qui met en scène un homme du peuple du XVII^e siècle, un brave artisan, menuisier de son état, qui courageusement et même gaîment, fait face aux tracas de la vie.

Puis, je cite trois romans qui sont évidemment cousins germains, tous trois se proposant la même chose, à savoir, le portrait d'un Français du peuple, vaillant, aimant le plaisir, résolvant tous les problèmes de la vie à force de bonne humeur et de gros bon sens; pas un type, du reste, qui recevrait des prix de vertu, mais ayant un grand cœur; car il ne prend jamais son plaisir aux dépens d'autres, sauf parfois s'il peut jouer un bon tour à un misérable vaurien, et il se met en quatre pour servir, surtout les victimes des méchants.

Le premier est d'un écrivain bien connu, Jean Aicard. Son *Gaspard de Besse* est un vrai Robin Hood provençal (Titre: 1^o vol. *Gaspard de Besse, raconté aux Poilus de France*, 1919; 2^o vol. *Gaspard de Besse, ses dernières aventures*, 1919—il y a un Prologue: "Un bandit à la française").

Le second et le troisième sont d'écrivains beaucoup moins connus, mais dont les romans ont tout de suite été acclamés et par la critique et par le public comme bien sainement français. L'un est appelé *Gaspard des Montagnes*; il est l'œuvre de Henri Pourrat, (publié dans l'excellente *Collection du roman littéraire* chez Albin Michel), et a obtenu en 1922 le 'Prix littéraire du Figaro.' Cela se passe en Auvergne, il y a un siècle environ; ce sont des légendes charmantes du pays, groupées autour d'une discrète histoire d'amour. Le héros est ce Gaspard des Montagnes, un gentil gars, plein de feu, de santé, de gaieté et de cœur . . . dans ces temps où fleurissait encore dans les montagnes et vallées retirées le grand brigandage. C'est charmant. Ce Gaspard est lui aussi une sorte de Robin Hood, quoique pas, comme Gaspard de Besse un vagabond de profession.

Mais après tout, le troisième roman est encore le meilleur. Si vous n'êtes pas trop sinistrement puritain, et concédez que celui qui écoute parfois les invites de la nature, en buvant une bonne bouteille ou en caressant une jolie femme, n'est pas un criminel vous ne pourrez résister à la jovialité si franche, si humaine, si gauloise, si dépourvue de tout hypocrisie et de toute mesquinerie mais si délicieusement habile parfois—(roublarde comme on dit en France) de Cantegril, le héros de Raymond Escholier (1921). Tout y est de bon aloi dans ce milieu, où on pense avant tout à bien vivre, et où la bonne nature du Bon Dieu permet de le faire. C'est la vie saine, où la nature est parfois exubérante, jamais mauvaise. Personne qui pourra ne pas penser au Chinon de Rabelais, au pays des repas plantureux et des boissons qui réchauffent le cœur, en lisant ces histoires de St. Gauderic dans le pays ensoleillé des Pyrénées arriégeoises. L'épigraphie est tirée de La Rochefoucauld: "Il y a des gens dégoûtants avec du mérite, et d'autres qui plaisent avec des défauts." Cantegril plaît tout entier, avec ses défauts . . . et ce sont les *dames* de La Vie Heureuse qui ont couronné Cantegril quand l'Académie Goncourt lui avait préféré le roman nègre du nègre R. Maran.

Il convient d'ajouter ici—puisque justement nous parlons du Prix Goncourt—du nouveau Prix Goncourt, de décembre 1922, *Le Martyre de l'Obèse*, par Henri Béraud,—une farce désopilante, dont le sujet est indiqué par le titre; et notez que l'obèse est désespérément amoureux d'une svelte amie. Plus encore que *Cantegril*, le *Martyre de l'Obèse* mérite le nom de Fameuse gauloiserie (L'autre roman de Béraud couronné avec le *Martyre de l'Obèse* sera mentionné dans une autre section de cette étude).

II

LE ROMAN FRANÇAIS QUI SONDE LA FRANCE D'APRÈS-GUERRE

La hantise du souvenir de la guerre, l'inquiétude de l'avenir, le stimulant à la pensée précisément par tant de choses *possibles*, et le talent de la pensée claire que possède l'écrivain français, se sont combinés pour donner naissance à une formidable éclosion d'analyses, de réflexions, de vagues suggestions même parfois.

Je vais indiquer des groupes de romans. Je passerai plus rapidement sur les groupes qui n'ont pas produit de romans particulièrement intéressants—sans pour cela du tout vouloir

dire que les plus intéressantes idées ont produit les romans les plus dignes d'attention comme romans. Comme *toujours* en littérature, une idée de premier ordre a pu ne trouver en art qu'un interprète médiocre, tandis qu'une idée en soi peu intéressante a pu, vice-versâ, trouver par hasard un interprète merveilleux. Si Cyrano a trouvé son Rostand, et l'artificieux Ulysse son Homère, et le sinistre Richard III son Shakespeare, voici Jeanne d'Arc qui n'a pas encore trouvé son poète. Donc, dans cette loterie, le méritant et le non-méritant ont chance égale. Il en est naturellement de même pour le roman d'après-guerre.

Rappelons d'abord quelques romans dans lesquels la guerre est considérée comme la terrible éprouvette des possibilités de demain. L'âme de la France, dans ce qu'elle a de plus profond est révélée dans ces heures de crise—telle est l'idée dirigeante—; observons pendant qu'il est temps encore. Les principaux romans de guerre écrits après la guerre sont: *Clarté* (1919) de Barbusse—roman presque totalement oublié déjà, car ce rêve que l'humanité d'après-guerre allait pouvoir se réorganiser tout d'un coup, d'un enfer qu'elle était en un paradis terrestre, a été promptement dissipé par la dure réalité. On ne s'arrête plus à ce qui était évidemment une très belle candeur.

Par contre Dorgelès, dans ses *Croix de Bois* (1919) restera le roman de guerre à lire;—c'est l'avis unanime, semble-t-il, Ecrit à tête reposée par un témoin, ayant tout souffert, tout vécu, un témoin intelligent, on y trouve admirablement dépeintes toutes les misères, toutes les hontes, toutes les sublimités. La France de la guerre restera là fidèlement reflétée, suggérant ses possibilités quelques-unes inquiétantes, beaucoup magnifiquement rassurantes.

Citons encore Claude Anet, *La Terre trembla*, (1921), et Parmentier, *L'ouragan* (1921),—où la profonde émotion de la guerre horrible est avant tout reproduite.

Parmi les plus remplis d'enseignements, en même temps que les plus personnels et les mieux réussis du point de vue de l'art, il faut ranger deux romans, en grande partie (il est difficile d'en douter) autobiographiques; *Dix-neuf ans*, de Léon Werth (1922) l'auteur d'un des meilleurs volumes de souvenirs de guerre *Clavel soldat*; et *Ma jeunesse*, de George Oudart (1922) un nouveau venu mais dont le livre a eu au moins un partisan dans l'Académie Goncourt au mois de décembre dernier. La guerre projette son ombre immense sur ces analyses de l'âme de deux jeunes Français

d'aujourd'hui. *Le Jubé*, de Gaston Rageot (1922) est aussi partiellement une étude du jeune homme—et de la jeune fille—d'après-guerre, mais composée sur l'observation objective, point *técue*, observation du reste attentive et fouillée.

Je voudrais signaler ici un petit volume charmant de Valmy-Baisse, (1922) *Le Retour d'Ulysse*. Le brave garçon qui porte le nom du grand héros d'Homère est un simple poilu de France; un de ces poilus du "système D." Tout le monde a lu le *Gaspard* de René Benjamin; Ulysse c'est un Gaspard d'après-guerre. Ulysse est de Paris; il rentre chez lui pour trouver sa place de bureau prise par un embusqué, sa femme envolée avec un autre, et il demande en vain la pension à laquelle il a droit. Il prend philosophiquement son parti; et puis, à force de persévérance, de bon sens, de dignité aussi—il rentre peu à peu en possession de sa femme, de ses meubles, d'une place qui lui permet de vivre. C'est sain, c'est bon, c'est intelligent.

Dans un genre assez différent, voici, de Pierre Villetard, *M. Bille dans la tourmente* qui valut à son auteur le 'Grand Prix du roman' en 1921. A vrai dire, il est déjà un peu oublié. On pourrait le caractériser en disant que c'est le *Mr. Britling Sees It Through* de la France—si, contrairement au héros de Wells, le héros de M. Villetard ne demeurerait jusqu'à la fin, le mesquin bourgeois qu'il était dès le commencement; c'est l'homme qui sait s'arranger pour souffrir aussi peu que possible de la guerre en réussissant assez bien en même temps à persuader les autres du contraire. (Et c'est un cas où l'on voit un triste sire qui a trouvé un artiste supérieur—et c'est regrettable.)

Il ne faudrait pas oublier de rappeler ici le beau roman de René Bazin, *Les Nouveaux Oberlé*—un émouvant problème de famille divisée sur la question du patriotisme, en Alsace; ni peut-être ceux de Dumur, rappelant comme méthode de travail ceux de Zola. Dumur se documente à fond sur les Allemands; puis il amalgame ses renseignements, et avec tous ces éléments de réalité il *crée* un roman. Le ton est des plus réalistes et prétend donner une psychologie de l'Allemand de la guerre. Le premier roman est *Nach Paris* (Bataille de la Marne) de 1920; le second *Le Boucher de Verdun* (Le Kronprinz) de 1921; le troisième, en cours de publication au *Mercure de France*, a pour titre *Les Défaitistes*.

Le premier groupe de romans auquel nous voulions nous arrêter un peu sérieusement dans ce chapitre est celui des auteurs qui ont délibérément cherché dans le romanesque un moyen d'échapper de l'affreuse réalité de la guerre et de ses conséquences. Il est certain qu'après un tel ébranlement de l'être humain, le mieux serait (si on pouvait se l'accorder) un peu de distraction, de l'amusement non violent, pour reposer agréablement les nerfs.

Ici le romancier qui a connu, qui connaît encore une popularité énorme, a deviné juste—le nombre de ses lecteurs en est une preuve irrécusable—, le romancier à la mode, c'est Pierre Benoit. Qui est Pierre Benoit? C'est l'homme qui sait raconter une bonne histoire, une histoire qui nous passionne comme un conte de fée passionne les enfants. L'armistice n'était pas signé qu'il publiait *Koenigsmark*, un récit d'un romanesque qui touche au surnaturel, et se passant dans une des nombreuses principautés allemandes d'avant la guerre; et il y a une femme portant sur elle le signe de quelque mystérieuse fatalité. Il y a une légère réminiscence de la guerre, tout à la fin; mais c'est tout ce qui pourrait rappeler le présent. Après *Koenigsmark*, ce fut *L'Atlantide* (1919), plus romanesque encore; une féerie orientale en Afrique, avec une femme plus féérique encore que celle du premier roman. Puis *Don Carlos* (1920) où au lieu d'une femme fatale il y en a deux. Puis même en mettant deux femmes fatales, Benoit sent qu'il faut se renouveler. Ah! il n'abandonne pas la femme fatale—c'est une carte qui est toujours sûre —mais il assaisonne d'un élément méprisé jusqu'ici; il donne aux lecteurs l'impression qu'ils discutent quelque grand problème du jour: *Le Lac Salé* (1921), c'est la femme fatale, *plus* le mormonisme—femme fatale qui retombe de très haut, en la femme morceau de chair, de sang et d'os, et subissant, de façon qui nous écœure, la loi de la chair; il faut ajouter encore dans ce roman une opposition curieuse et malhabile entre un pasteur presbytérien méprisable, et un Jésuite magnifique, tous les deux se trouvant dans l'Utah au moment du fameux grand massacre de 1857. Puis c'est *La Chaussée des Géants* (1922) où Benoit raconte romanesquement la question d'Irlande . . . avec une femme fatale encore, mais qui est dé-fatalisée à la fin, et une autre qui est au moins demi-fatale. *L'Oublié* qui vient de paraître, est une courte et curieuse fantaisie, où la femme fatale n'a garde de se laisser "oublier," et qui permet d'effleurer le problème d'Arménie.

Est-ce que je veux dénigrer Pierre Benoît? Point. L'humanité fatiguée a besoin qu'on la berce de bonnes histoires; Pierre Benoît a été assez intelligent pour trouver la formule. Il a réussi, prodigieusement réussi; il est devenu riche, très riche; c'est parfait.

A ceux qui aiment les romans d'aventure, signalons encore un volume qui eut en 1922 grand succès, *Terre de Chanaan*, par Louis Chadourne.

Tout à côté de Pierre Benoît—et en quelque sorte pour faire contraste—disons ici un mot du dernier roman de Maurice Barrès, *Un Jardin sur l'Oronte* (1922). C'est un délicieux récit, en un style merveilleux, et qui, pour ce style aussi bien que pour l'époque et le milieu choisi, a rappelé bien naturellement à maint critique le joyau des contes de Chateaubriand, *Le Dernier des Abencérages*. M. Barrès comme M. Benoît veut chercher l'oubli des années terribles, et il s'abandonne à des rêveries de conteur romanesque; mais ses rêveries n'ont point ce caractère de romanesque facile et propre à amuser la foule quelle qu'elle soit. Seuls, des lecteurs cultivés jouiront de cette prose exquise; car il s'agit ici de cette imagination romantique supérieure telle qu'en pouvaient faire des esprits profonds, nobles, raffinés—des Chateaubriand, des Lamartine, des Alfred de Vigny, des Musset, les aristocrates du romantisme français. Le Jardin de l'Oronte est là-bas dans cet orient féérique où les premiers poètes français—des XII^e et XIII^e siècles—ont volontiers situé leurs héros de poésie chevaleresque; où on imaginait le nain Obéron, et les femmes délicieuses des richissimes potentats de l'Orient éblouissant, femmes rares non seulement dans leurs corps mais dans leurs pensées, femmes faites pour récompenser des héros aux vertus surnaturelles de courage et de générosité. Je résiste difficilement à la tentation de vous raconter à mon tour l'histoire de la belle Oriante—mais ce serait trahir Barrès et son art merveilleux. Qu'il me suffise de dire combien était fier d'elle l'Emir qui la possédait comme le joyau de son sérail; lorsqu'il la vantait au sire Guillaume, à celui qui allait en tomber éperduement amoureux: "Songe, lui disait-il, aux milliers de roses qu'il a fallu presser pour obtenir une goutte d'un tel parfum! Sa mère et grand'mère ont toujours vécu dans le sérail des rois; si haut que la mémoire remonte, elle a pour aïeux les chefs qui commandaient à Damas, à Homs, à Hamah, et l'Asie ne peut rien fournir de mieux. C'est une réussite qu'après nous, plus jamais aucun homme ne reverra." (39-40.)

Et le Sire Guillaume qui, oubliant qu'il est chrétien, va l'aimer et la conquérir pour quelques heures éphémères, pense comme l'Emir. Sa belle maîtresse lui apparaît comme une "vertu vivante," une "créature écarlate"; et lorsqu'après une cruelle désillusion, voyant qu'elle ne l'aime pas assez pour renoncer même pour un moment, à la vie de princesse, lorsqu'il s'est bien convaincu de sa fourberie, de sa "plasticité diabolique," il se console en songeant; "Ce n'est pas elle que j'aime, mais une autre, sa supérieure, dont sa présence donne une idée et que je veux aller chercher par delà la mort." Il le lui dira à elle même, à l'heure suprême "Ce n'est pas vous que j'aime, et même en vous je hais bien des choses, mais vous m'avez donné sur terre l'idée du ciel; et j'aime cet ange invisible pareil à vous, mais parfait, qui se tient à côté de votre humanité imparfaite.—Adieu, je vais m'agréger dans l'Etoile d'où vous venez, à l'éternelle perfection dont vous êtes une émanation." Il y a dans ce roman une si savante et délicate ironie pour la femme à laquelle il ne faut pas en vouloir de son infinie, mais consciente cruauté, et pour l'homme aussi qui devrait savoir ne pas souffrir de cette fragilité de "l'ange" et qui en souffre cependant, qu'on ne sait qu'admirer davantage de cette puissance dans l'imagination merveilleuse, ou de cette incisive psychologie d'un art si profond.

Ce sont des sujets de fantaisie romanesque aussi, brodés d'une psychologie pénétrante et d'un art supérieur, qui ont tenté la grande romancière, Marcelle Tinayre dans deux romans récents: *Le Bouclier d'Achille*, et *Priscilla séverac*,—le premier un récit basé sur une donnée semi-mythologique, et l'autre l'histoire d'une visionnaire (protestante) qui croit avoir un message pour le Czar comme Jeanne d'Arc avait un message pour le roi de France.

Poussant plus loin encore dans le même domaine du romanesque, il y a des romanciers qui s'abandonnent au rêve tout court. Tel Henry-Jacques, le poète original et vigoureux de *Nous . . . de la guerre*, et qui avait exprimé en prose ses aspirations, disons ses utopies de fraternité universelle dans son roman *Vallée de la Lune* (1919). En 1922, il publia une fantaisie curieuse, encore sous forme de roman, *Le Voyageur de Nuit* (qui lui valut le 'Prix de la Renaissance'). Dans un vague décor de *Mille et une nuits*, le récit a le laisser-aller d'un songe—un peu à la façon des grands rêveurs d'Ibsen, Peer Gynt, ou Brant.

* * *

L'histoire aussi sert de dérivatif—parfois de point de départ—aux romanciers d'après-guerre, l'histoire toujours riche en poésie profonde et en tragédie purifiante.

[Faute de place, nous omettons les commentaires aux titres suivants: Louis Bertrand, *L'Infante* (1920); Tancrède Martel, *Ce que coûtent les Rêves* (1921); Henry Béraud, *Vitriol de Lune* (1922) (Prix Goncourt pour 1923).]²

C'est, je pense, une même disposition à se reposer du réel des dernières années, et cependant ne pas cesser de s'occuper du grand problème—comprendre pour agir—que certains auteurs continuent à exploiter l'exotisme. Sans doute l'homme est toujours ce qui nous intéresse le plus; mais pour le moment—nous avons tant souffert—étudions d'autres hommes, où nous nous retrouvons sous un aspect différent sinon nouveau.

[Voici quelques titres, sans commentaires: Eliza Rhais, *Café chantant* (1920), *La Fille des Pashas*, et *Sadda la Marocaine* (1922); Maurice Le Glay, *Badda, fille de Berbère* (1922); Edouard Keyser, *La Baraka* (1922); Gabriel Groton, *Yan, fils de Marcousia* (1922); Frères Tharaud, (auteurs de *A L'Ombre de la Croix*, des *Seigneurs de l'Atlas*, de *La Fête arabe*), *La Randonnée de Samba Diouf* (1922); Pierre Loti; Claude Farrère; René Maran, *Batouala* (1922)³ (Prix Goncourt).]

Mais pour faire de l'exotisme, du moins si on entend par là connaître des âmes simples, non touchées par la civilisation, il n'y avait pas besoin d'aller si loin.

Ces populations qui grouillent dans nos grandes villes, ces gens qui existent sans vivre, qui sont des humains pourtant, les connaissons-nous? Nous connaissons un peu "le peuple" par les réalistes; mais le peuple de Zola, l'ouvrier, le paysan, le mineur, il est déjà relativement altéré par le milieu. Il y a des couches plus profondes qui sont, semble-t-il, imperméables, et bien plus près du primitif, et dont il faut tenir compte pourtant, et qui pour l'artiste sont intéressantes; le monde des apaches. Trois écrivains se sont révélés récemment qui ont exploité ce monde et qui sont aujourd'hui parmi les plus en vue des romanciers de France. Ce sont Pierre MacOrlan, Francis Carco, et Paul Morand.

² Une petite étude de ce roman a paru dans le *International Book Review*, February 1923, p. 18.

³ Voir une discussion de ce roman dans René Trautman, *Au pays de Batouala* (1922); (Trautmann est Médecin des Troupes coloniales).

[Un commentaire assez long serait nécessaire; il est omis: Pierre MacOrlan, (auteur de *Poissons morts*, de *Bob Bataillonnaire*, de *A bord de l'Etoile matutine*, du *Parfait Aventurier*), *La Cavalière Elsa* (1922). (Prix de la Renaissance); Francis Carco, *L'Equipe* (1921); *L'Homme traqué* (1922) (Grand Prix du Roman en 1922); Paul Morand, *Tendre Stocks* (1921); *Ouvert la Nuit* (1922).]

Signalons en passant la tentative de Marcello Fabri, dans son roman sans personnages, ceux-ci étant remplacés par la foule anonyme *L'Inconnu sur les villes* (1921).

Nous arrivons enfin—mais ce n'est pas notre faute, c'est la faute de cette richesse de suggestions intéressantes offertes par la voie du roman—nous arrivons enfin aux groupes les plus riches.

Et d'abord, il y a toute une série de romans pour lesquels je cherche en vain une appellation française; empruntons simplement le terme anglais de "psychologie exhaustive."⁴

L'idée de ces écrivains—souvent des maîtres—est évidemment que le seul moyen de faire œuvre reconstructrice du monde consiste à recommencer une fois tout en bas, et faire aussi à fond que possible l'œuvre d'analyse . . .

[Ce chapitre de notre conférence est publié à peu près intégralement, en traduction anglaise, dans le *International Book Review*, de Mars 1923. Le lecteur le trouvera là. Il y est question des romans de Marcel Proust, de Henri Lavedan, de Martin du Gard, de Romain Rolland, de Jules Romains (*Lucienne*), et de Chardonne (*l'Epithalame*).]

. . . Après les romans de "psychologie exhaustive" et objective, il nous faut rappeler quelques romans où la psychologie est au premier rang encore, mais colorée d'un pessimisme beaucoup plus accentué et pénible. C'est la guerre qui continue à jeter un voile de tristesse sur les hommes: Pourquoi tant de souffrances? La paix ne nous a pas soulagés; les problèmes sont différents de ce qu'ils étaient pendant la guerre; ils sont moins tragiques d'apparence, mais ils sont plus profondément déprimants; la vie est désolée et désolante; la vie est désespérément stupide; au moins pour de vraies tragédies, il valait la peine de souffrir, mais pour des chagrins qui ont des causes sans grandeur, des causes qui sont absurdes, résultats d'une vie toute grise, est-il la peine de souffrir?

⁴ Si on traduisait en français par "épuisante" cela signifierait une psychologie . . . qui épuise le lecteur, . . . tandis qu'en anglais cela signifie . . . qui épuise le sujet. . .

[Titres seulement; commentaires omis: Précurseur même d'avant-guerre, André Gide, (auteur de *La Porte étroite*) *Symphonie pastorale* (1921).

André Corthis, *Pour moi seule* (1919). (Grand Prix du roman en 1919); André Duvernois, *Brebis galeuse* (1921); Edmond Jaloux (auteur des *Sangsues*, 1904), (Grand Prix de Littérature pour l'ensemble de son œuvre, 1922). *Incertaine* (1918); *Au-dessus de la ville* (1920); *Fin d'un beau jour* (1921); *Escalier d'or*, (1922—moins sombre).]

. . . Graves encore, mais voyant pourtant dans la souffrance humaine une occasion de purification morale pour des âmes bien nées:

[Edouard Estaunié, *L'Ascension de M. Baslève* (1921); *L'Appel de la Route* (1922); Charles Géniaux (auteur de *l'Océan*, du *Choc des Races*) *La Passion d'Armelle Louanais* (1921).]

* * *

. . . Avant de passer à notre troisième chapitre, du roman à thèse et qui prêche des moyens définis de reconstruction sociale, il nous faut parler d'un dernier groupe de roman psychologique ou d'analyse qui a produit des œuvres remarquables. C'est le roman qui s'occupe spécialement de la femme d'aujourd'hui, et très souvent c'est spécialement de la femme d'après-guerre. De fait, à en juger par la littérature (et son témoignage n'est point à dédaigner) la femme a été plus déséquilibrée par la guerre que l'homme. Cette crise mondiale, venant à un moment où partout on se demandait: "La femme va-t-elle entrer dans une ère nouvelle?", il était naturel que la femme en profitât pour essayer de mille façons ses aspirations. Les types de femmes émancipées surtout étudiés sont ceux auxquels on pouvait s'attendre—: il y a surtout la femme qui renonce à la vie sentimentale et tente d'entrer dans la vie en femme d'affaires; elle a une marchandise, ses charmes,—elle en fera usage comme l'homme fait usage de sa force physique; c'est Becky Sharp qui va jouer carte sur table. L'autre, la femme émotionnelle et qui s'abandonne à sa fémininité, et qui aboutit au détraquement moral ou à quelque catastrophe.

[Ce chapitre sera reproduit dans le *Sunday New York Times Book Review*; voici les romans mentionnés: J. H. Rosny, *Et l'amour ensuite* (1918); Hirsch, *Le cœur de Poupette* (1918); Marie Laparcerie, *Un Inconnu passa* (1918); (thèse opposée: que la

femme reste toujours femme); J. H. Rosny, *Pures et Impures* (1921); J. de Granvilliers, *L'Amour libérateur* (1921); Marcel Prévost, *Les Don Juanes* (1922); Julien Benda, *Les Amoralistes* (1922).]

Et maintenant faut-il répéter que lorsqu'il s'est agi de traiter en réaliste ce type de la femme, cédant à sa nature de femme, c'est la femme qui a été la plus cruelle pour son sexe, la plus impitoyable dans ses révélations des hontes du sexe? . . .

[Madeleine Marx, *Femme* (1920); *Vous* (1921); *L'Ephémère* (1922); Marcelle Vioux, *L'Enlisée* (1920); le roman de la Madame Bovary moderne: Gaston Chérau, *Valentine Pacquault* (1921).]

III

LE ROMAN À TENDANCE DIDACTIQUE

Nous voici enfin à notre troisième grande division: les romans où on ne regarde pas en arrière, mais en avant; où on ne tâtonne pas, mais où on affirme délibérément que les principes de reconstruction sociale après la guerre n'ont pas à être cherchés: ils existent. Ils ne sont pas nouveaux en effet, et par conséquent on ne trouvera pas d'originalité bien grande chez les écrivains qui nous restent à nommer. Ils ne nécessitent pas non plus d'explication—autre raison qui nous autorise à être bref.

Les moyens proposés sont au nombre de deux.

Le premier est le retour de l'homme au sol sacré qui a nourri les ancêtres, et qu'ils aimaient, et qui leur a inspiré l'attachement à la patrie et aux vieilles traditions. Depuis longtemps on avait recommencé à les prôner, ces vertus paysannes; le nom de René Bazin est connu de tous . . .

[Ernest Perrochon, *Nène* (1920). (Prix Goncourt); Louis Hémon, *Maria Chapdelaine* (réimprimé 1921); Joseph Pesquidoux, *Sur la Glèbe* (1922), *Chez Nous* (1922); Ch. de Bordeu, *Terre de Béarn* (1922).]

Le second évangile est le retour à la foi religieuse des ancêtres, la foi qui leur a inspiré des vertus solides, et chevaleresques, et héroïques.

Avant de donner les principaux titres appartenant à cette catégorie, je dois signaler un des romans curieux des derniers mois, *Saint-Magloire*, par Roland Dorgelès (1922)—qui peut sembler une satire à l'adresse justement de ceux qui voudraient attendre de la religion un remède à la démoralisation présente et au découragement. [Développement supprimé.]

Les deux écrivains qui sont les porte-paroles les plus répandus du retour à la morale de l'Evangile, dans un esprit sérieux, et qui se rendent compte de la difficulté de la tâche—je veux dire, qui n'écrivent pas de naïfs traités de propagande religieuse, mais des œuvres dignes d'un examen attentif—sont Paul Bourget, dans tous ses livres, et Henri Bordeaux, dans tous ses livres; Bourget, l'aîné, reste de beaucoup le plus admirable des deux. Pourquoi en parler plus longuement, puisqu'il n'y a rien à expliquer. Ajoutons cependant que dans deux de ses derniers romans (car il est d'une fécondité effrayante) Bordeaux se montre préoccupé de problèmes de spiritisme et en général de forces surnaturelles agissant dans le monde; ce sont *Le Fantôme de la Rue Michel-Ange* (1922), et *Maison morte* (1922).

Je termine en parlant de trois auteurs qui sont moins familiers à des lecteurs qui vivent assez loin de la France. Une simple indication du contenu de leurs romans en donne suffisamment l'esprit. Tous sont de l'école de Bourget, le premier demeurant plus laïque cependant, les deux autres insistant davantage sur l'élément de la purification par le martyre, allant jusqu'à la note extrême dont Claudel fut le grand apôtre.

[Développements omis: *Le Mea Culpa*, d'Albert Emile Sorel (1922), est une sorte de réédition de l'histoire du *Disciple* de Bourget. Le second est *Job le Prédestiné*, avec lequel Emile Bauman, l'auteur de *l'Immolé*, obtint (1922) de moitié avec J. Giraudoux, le 'Prix Balzac.' Et voici le troisième:—*Le Baiser au Lépreux* (1922) par Francis Mauriac, l'auteur de *L'Enfant chargé de chaînes* (1923); remarquable encore est *Un homme à la mer*, le tout récent roman de Fr. Duhourcau.]

Nous avons terminé cette rapide esquisse. Que de noms ont été omis, et dont la France est fière à juste titre: Alexandre Arnoux, H. Bachelin, Marcel Berger, Binet-Valmer, Duhamel, Max Elder, Jacques des Gâchons, Miriam Harry, Georges Iman, L. Lafage, André Lichtenberger, Pierre Mille, Francis de Miomandre, Valléry-Radot, etc.

Même avec ces omissions considérables, ai-je réussi à donner, sinon beaucoup de clartés sur le labyrinthe du roman d'après-guerre, au moins une idée de la richesse de cette littérature, et de l'abondance extraordinaire des talents? A d'autres de répondre.

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BIBLIOGRAPHY OF MODERN LANGUAGE METHODOLOGY IN AMERICA FOR 1922

THE bibliography for 1922 contains titles from several journals not represented before. It also shows a first attempt to include articles and books on educational organization and administration, which contain references to modern languages. In future years it is hoped that this last feature can be expanded. In the first attempt it has been difficult to secure the proper bibliographical tools.

The bibliography for 1922 shows an increasing number of articles on specialized points of pronunciation and syntax. This is a tendency toward details and toward concreteness that seems necessary if literature on methodology is to progress. Articles continue to appear on new methods and personal experience in teaching the various phases of our work. The number of descriptions of opportunities for study and travel abroad shows an interest in these matters no less healthy than that shown in 1921.

Among general tendencies discussed in the literature of 1922, two are perhaps of outstanding interest—the endeavor to establish reliable prognosis tests, and the reaction in favor of reading. Especially in New York City teachers are striving to secure a good correlation between prognosis tests and subsequent grades. This effort is based upon a desire to meet the wishes of administrators who believe that too many students are permitted to take foreign languages. While experimentors feel that some progress is being made, they do not yet claim that results are thoroughly reliable. The reaction in favor of reading deserves earnest consideration pro and con. Some important contributions in the present bibliography emphasize that reading ability is and should be the most valuable aim in foreign language teaching. It is true that the supporters of this view are in the minority among those who have published articles during the past year, but their remarks are forceful and should produce a careful reconsideration of values.

As the bibliography has been completed at an earlier date than has been customary, probably some books and articles that appeared late in 1922 have been overlooked. It is hoped to include such items in the next bibliography. Two books belonging to 1921 are included here.

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MODERN LANGUAGE JOURNAL

- Anibal, Claude E.: "The Graduate Student in Spain." VI: 321-327. Describes *Centro de Estudios Históricos*, courses to be taken, and especially opportunities for research work.
- Almstedt, Hermann: "Appreciation." VII: 87-93. Especial attention given to lyric poetry. Teaching of literature. Brief sketch of course entitled, "Masterpieces in modern German drama, lyrics, and novel."
- Aron, A. W.: "The Linguistic Background of the Modern Language Teacher." VII: 75-82. Phonetics, general principles and history of language, psychology; much pertinent and apt illustration and comment.
- Blondheim, D. S.: "The Course in French Civilization in the University of Paris. VI: 402-405. A description of this course.
- Bovée, Arthur Gibbon: "Phonetics in the Teaching of Grammar." VI: 190-196. Phonetics helpful in teaching of orthography and of various morphological changes, as well as in pronunciation.
- Broussard, James F.: "Relative Value of French Verb Tenses." VII: 37-41. Eighty percent of our thoughts are expressed in the Present, Imperfect, Past Indefinite (Past Definite in literature), and Future; devote most time in verb drill to these tenses, and give to other tenses their relative amount of time.
- Cerf, Barry: "Aims in the Teaching of Modern Languages (With Especial Reference to French)" VI: 419-440. Emphasis now on conversation ought to be shifted to reading; reading is the most valuable and the only really attainable aim. Next come literature and history.
- Churchman, Philip H.: "Making Oral Work Count." VI: 441-446. Some simple practical devices to "prepare students to take hold of the oral work quickly and intelligently."

- Churchman, Philip H.: "The Uses of Anthologies." VII: 149-154. Anthologies have their place for the "General View Course" and as a frame-work in special period courses; references chiefly to French.
- Clarke, Charles C.: "Shall We Teach the Velar R in French?" VI: 358-365. Recommends teaching of this sound; data on its character and history.
- Clavel, M.: "L'Explication Française." VII: 83-86. *Explication* means the taking apart of pieces of literary works and putting them together again so that the value and importance of each part is recognized.
- Coates, Mary Weld: "Making our Students Suspicious." VII: 99-103. Make students suspicious of idioms and derived meanings in English; then they will not try to put everything literally into Spanish.
- Crawford, J. P. Wickersham: "Philology in High School Spanish." VII: 173-177. States a few phonological laws which will clarify word relationships, especially for students who have had Latin.
- Deihl, J. D.: "Junior High School Modern Foreign Language Study in the Light of the Psychological Principles of Reading." VII: 67-74. Writer gives weight of seventy-five percent to silent reading ability, twenty-five to all other aims of the modern language classroom. "What is needed . . . is a large quantity of very simple, yet idiomatically correct reading matter, dealing with the subjects that American . . . children are vitally interested in." Children learn extensively, not intensively. Oral work can be overdone; written work should be reproduction of extensive reading.
- Escher, Erwin: "French Verb Tables. A Critical Study." VI: 265-270; 302-321. I. Discusses a possible classification into two conjugations—"the parisyllabic, living, vocalic -e, -es, -e conjugation . . . and the imparisyllabic, dead, consonantal, -s, -s, -t, conjugation." II. Presentation of inflections: comment on arrangement according to single column, double column, principal parts, various visual appeals, and finally a system combining syntactical and inflectional relations.

- Greiner, Otto A.: "Linguistic Study in Modern Language Courses." VI: 355-357. Wants modern language teachers not to teach merely one language, but also elements of linguistic science. The pupil should derive "great conceptions" from his modern language study.
- Hauch, Edward F.: "Must Examination Papers be Bulletins of Information?" VII: 103-107. Objects to type of examination proposed by Prokosch (see below); defends present practice.
- Hess, John A.: "Sondern versus Aber; Sino (que) versus Pero." VI: 271-272. Points out the exact analogy between German and Spanish and formulates a rule which can be used for either language.
- Hills, E. C.: "Courses for Beginners in Schools and Colleges." VI: 239-245. Believes in profound differentiation between courses for (1) grades, (2) secondary schools, (3) colleges. "The younger the student, the more he can absorb without conscious effort. The older he is, the more he can and must acquire by conscious intellectual effort." Writer is firm believer in translation as one important classroom discipline.
- Hoskins, J. Preston: "The Status of German Instruction in the Secondary Schools of the Eastern States." VI: 366-374. Statistics and comparative figures showing gratifying progress in German enrollments.
- Johnson, Laura B.: "Teacher Training through Participation." VII: 28-36. A successful teacher and instructor of a university teachers' course rejects mere observation of classes or even so-called practice teaching. Her plan is to admit "the prospective teachers into our elementary classes . . . as . . . active participators in all our classroom problems." This plan is ably and thoroughly elaborated and discussed.
- Keniston, Hayward: "The Rôle of the Graduate School in the Training of the Modern Language Teacher." VII: 1-4. Every graduate school should give the student two important things: a knowledge of background, and a vision of their field of work. Background: linguistics, study of civilization, bibliography. Vision: a sense of the "great adventure of learning," a study of relationships in the national literature, and its relationships to other peoples and their literatures.

- Koren, William: "The Study of Italian in the United States." VI: 197-202. Comments on Professor Lipari's letter in the *Nuova Antologia*; explains why Dante is often read comparatively early.
- Kueny, F. J.: "Common Mistakes in our French Textbooks. II. French Class Room Expressions and the Teaching of French Grammar in French." VI: 246-256. Points out many improper usages carried over from English terminology, such as *papier*, *leçon*, *phrase*, *objet*, etc.
- Kurz, Harry: "A New Venture in French Composition." VII: 165-171. Description of a course that makes France vivid by use of realia—*Le Matin*, magazines, etc.—with oral and written reports.
- Lebert, E. M.: "Free Composition in First Semester." VI: 257-264. Methods of enlivening grammar drill by giving it a personal reaction. Examples of free compositions and methods for correcting them. Students should always keep within their actual knowledge. "Free the student from slavish use of the book."
- McKenzie, Kenneth, and others: "Syllabi of Four Year Courses in French, German and Spanish for High Schools." VII: 125-148. Committee report of the Association of Modern Language Teachers of the Central West and South first discusses methods and then presents the three syllabi.
- Müller, Otto: "La Stylistique de M. Charles Bally." VII: 5-16. By *stylistique* Bally refers to the spoken language, and urges its study; he discourages translation and advises definition and description in the language studied.
- Prokosch, Eduard: "The Direct Method in College Examinations." VI: 181-190. Influence of the entrance examination on methods of high school teaching. Present examinations almost ignore direct method. The writer proposes new types of examination questions which will compel or encourage direct method teaching in the secondary school. He also has suggestions for conducting tests for "reading knowledge." Examples for German.
- Prokosch, Eduard: "Reading Knowledge by Self-Instruction." VI: 446-452. Writer believes self-instruction in German is possible, and outlines a practical course of study, with acquisition of passive vocabulary as the central end in view.

- Prokosch, Eduard: "Stammesart in der neueren deutschen Dichtung." VII: 155-164. A philologist's approach to literature. We must lead our pupils to true knowledge of the German people, which is however composite of many racial stocks (Stämme). The writer singles out leading figures of the 19th century literature, shows their racial origin, and characterizes briefly and trenchantly their racial inheritance.
- Purin, C. M.: "Recommendations for a Standard Minimum in a Four Year High School Course in French, German and Spanish." VI: 297-302. To be read in connection with the syllabus listed above under McKenzie.
- Schirmer, Mariele: "The Significance of the Modern Language Club." VII: 93-98. Accounts of programs for French and German clubs; much attention to *causeries* and to dramatics.
- Scott, Walter A.: "Spanish - Practical or Cultural?" VI: 452-459. Defense of Spanish as both practical and cultural. Two aims presented: (1) Study of things Spanish and Spanish-American; (2) use of Spanish for business, travel and cultural purposes.
- Shears, Lambert A.: "The Approach to the Study of German Literature." VII: 26-28. (1) "We should seek the spirit underlying the culture of a nation instead of repressing it by too much attention to the letter"; (2) "this aim can best be accomplished by fostering a broader and deeper appreciation of German literature . . . of the 19th century."
- Warshaw, J.: "Spanish Composition." VII: 17-25. Advises (1) intensive preliminary drill in position, agreement, gender, mood, and accentuation; (2) careful analysis of English vocabulary; and (3) practice in a list of common English terms of varying meanings.
- Williams, C. Scott: "Visualizing Noun Clauses with *Que*." VI: 273-275. Describes a blackboard diagram in which *que* is represented as a connecting door between two rooms.
- Young, Charles E.: "The Direct Method, its Possibilities and Limitations in Iowa Schools." VI: 203-208. Definition of direct method, with its fourfold objective. Favors modified use of it; would not exclude English from the classroom; would use native words for grammatical concepts; would not abolish translation altogether.

HISPANIA

- Cameron, Edith, and others: "Spanish Syllabus Adopted for the High Schools of Chicago." V: 229-238. Includes explanation of aim, method, pronunciation, grammar, reading, dictation, composition, home-work, laboratory apparatus, word lists, dictionaries, and a syllabus for eight semesters.
- Crawford, J. P. Wickersham: "Facilities for the Advanced Study of Spanish." V: 346-353. We must offer more courses, and more advanced and more varied courses in graduate schools; and must encourage students to study abroad and at the Hispanic Society of America.
- Crawford, J. P. Wickersham: "Report of the Ninth Annual Foreign Trade Convention." V: 203-206. Inadequate teaching of modern language arraigned by Dr. R. S. MacElwee of Georgetown: this attack answered by Professor Crawford. Mr. Glen Swiggett urged broader understanding of foreign peoples.
- Dabney, Lucy Jane: "How I Use Songs in My Teaching Program." V: 242-243. Teaches phrases, clauses and sentences, later fitted into a song.
- Dale, George Irving: "Do Students Learn to Speak Spanish in our High School and College Language Classes?" V: 207-213. Discusses difficulties. Advises golden mean—some grammar, some translation, literature, conversation, and the like.
- Dale, George Irving: "The Functions of the Text-Book Reviewer." V: 87-95. Points out that many Spanish textbooks, especially elementary ones, are imperfect, and urges thorough and fearless criticism of them.
- Donaldson, Dorothy E.: "The Direct Method." V: 360-364. Emphasizes pronunciation, oral work, inductive grammar, well selected reading, and Spanish atmosphere.
- Donlan, Michael S.: "Bibliography I. School Texts." V: 253-256.
- Espinosa, Aurelio M.: "Palabras españolas e inglesas." V: 219-228. Lists of words identical or similar in the two languages, with brief comments.
- Fitz-Gerald, John D.: "The President's Address." V: 41-50. A review of four years of the American Association of Teachers of Spanish, and particularly of Hispania.

- Gregerson, Halfdan: "Foreign Languages in the United States with Particular Reference to Spanish." V: 275-281. Remarks on American prejudices against foreigners; advises separation of language from politics and propaganda, cultivation of correct speech as a fine art, retention of foreign language in those who inherit it (no damage to use of English involved), direct method, and travel.
- Hendrix, W. S.: "Bibliography. II. Periodical Literature." V: 183-186; 374-380.
- Horner, Brita L.: "The Pan-American Conference of Women." V: 286-290. Some comment on educational conditions in Hispanic-American countries.
- Keniston, Hayward: "More on the Ending *-uido*." V: 167-169. Shows lack of logic in use of accent. Advises either following without exception fundamental accent rules, or making an exception, through analogy, of certain verb forms.
- Leavitt, Sturgis E.: "Bibliography VI. Special. Uruguayan Literature." A bibliography of literary criticism, biography and literary controversy. V: 121-132; 186-196.
- Lang, Antoinette R.: See Nunemaker, J. Horace.
- Luria, M. A.: "Standards and Measurements in Spanish." V: 354-359. See *Bulletin of High Points*, from which this article is adapted.
- Mercado, Julio: "Errores comunes de traducción." V: 157-163. Ascribes mistakes to (1) lack of time, (2) ignorance of grammar, (3) defects in text-books, (4) failure to realize differences between English and Spanish. Translate ideas, not words, phrases, or sentences.
- Mistral, Gabriela: "México y Estados Unidos." V: 301-303. An address to American teachers in Mexico urging international good feeling.
- Moreno-Lacalle, J., and others: "Report of the Committee on Realía." V: 96-102. (1) Early, but only incidental use of realia in first year; (2) extensive use in second year; (3) steps to help teachers to secure suitable collections.
- Nunemaker, J. Horace; Lang, Antoinette R.; Peterson, Dorothy R.: "A Summer in Spain." V: 51-55. An account of the 1921 trip to Spain under the auspices of Professor Ortega and others.

- Ortega, Joaquín: "Lo que se puede aprender en España." V: 8-15. Remarks on *Centro de Estudios Históricos*, on art, on travel, and especially on the Spanish character.
- Peterson, Dorothy R.: See Nunemaker, J. Horace.
- Riaño y Gayangos, Juan: "Address of the Spanish Ambassador." V: 76-82. An historical survey of Spanish universities.
- Robbins, Anne M.: "A Month in the College of the Pyrenees." V: 291-294. An appreciative description.
- Vollmer, Sylvia M.: "Methods of Teaching Spanish." V: 214-218. Recommends atmosphere, Spanish in class-room, games, songs, careful drill, slow progress, systematic grammar work in English, etc. Urges sympathy with pupils and with foreign peoples. "You cannot love a language whose people you hate."
- Warshaw, J.: "What Ails Beginners?" V: 311-324. Results of a questionnaire submitted to a class of 39 students in Spanish; discussion of serious problems to be solved if work is to be improved.
- Watson, Lella: "Problems in Teaching." V: 269-274. Methods of securing accuracy in pronunciation; learning of phrases rather than separate words; class contests, silent reading, newspapers, training of memory; and discussion of propaganda against Spanish.
- Wiley, Norman L.: "The Endings *Ate* and *Ote* in Spanish Words of Mexican Origin." V: 298-300. These are not real Mexican (Nahuatl) suffixes.

THE BULLETIN OF THE NEW ENGLAND MODERN
LANGUAGE ASSOCIATION

- Geddes, James: "Report of the Librarian." XII: 37-55. An exhaustive list of 71 recent text-books, with brief general and special comments.
- Schreiber, Carl F.: "A College Point of View in Teaching Modern Languages." XII: 18-22. Secondary schools prepare for entrance examinations; colleges face the indefinite aims of reading and culture. "A *rapprochement* must be effected sooner or later."
- Vanderbilt, Harold M.: "The Human Phase in Modern Language Teaching." XII: 22-30. Cultural results, temperament and emotion, pupils with physical defects, studies unsuitable to certain pupils, home troubles, sensitiveness, etc.

BULLETIN OF HIGH POINTS IN THE WORK OF THE
HIGH SCHOOLS OF NEW YORK

- Andrade, M. J.: "Testing the Méras-Roth-Wood French Scale." IV: 10: 6-11. This scale involves marking as true or false, statements based on a text just translated by pupils. "I believe that the device is valid in inverse ratio to the intelligence of the student, or rather to his resourcefulness." Not effective for older boys.
- Busch, Ella Adeline: "On Learning to Understand our Neighbors." IV: 8: 27-30. During holidays, many students visited and reported on things Spanish in New York.
- Colburn, Jessie B.: "Report on the Wilkins Prognosis Test in Modern Languages." IV: 7: 23-24. Some misunderstanding by pupils; some discrepancies with results in mid-term English. "Generally speaking, however, the lowest English ratings parallel the lowest test marks."
- Luria, M. A.: "Standards and Measurements in Modern Language Instruction." IV: 4: 6-9. Explains standard weekly tests used in New York High Schools. Experience and experimentation will improve the present tests.
- Reed, Nellie M.: "Prognosis Tests in the Bay Ridge High School." IV: 6: 13-16. "The conclusion . . . would seem to indicate that if the entering classes were grouped on the basis of the elementary school ratings in English grammar and composition, a particular prognosis test for the classification of pupils in modern languages would not be necessary."
- Wilkins, Lawrence A.: "My Days in Spain." IV: 3: 16-24. An account of the writer's lectures on modern language methodology, with some references to educational and other conditions in Spain.
- Wilkins, Lawrence A., and others: "Reports on the Use Made by our Pupils Outside the Class Room of Their Knowledge of Modern Languages." IV: 4: 13-20. This committee report presents evidence given by students; data indicate considerable use of languages outside of class.

BULLETIN OF THE WISCONSIN ASSOCIATION OF MODERN
FOREIGN LANGUAGE TEACHERS

Ambrosine, Sister: See Bradley, Melcena.

- Anon.: "Suggestive Outline for Four Year High School Course in French." No. 26: 3-5. Text books suggested, with brief comments.
- Bradley, Melcena (1); Ambrosine, Sister (2); Hawley, Harriet (3): "Some Suggestions for Composition Work." No. 22: 1-5. Authors discuss (1) schemes for variety, (2) book reviews written in French, and (3) correspondence with French boys and girls.
- Hahn, Ada: "The Problem of Differing Ability" (summary of complete paper). No. 27: 2-3. Discusses differing assignments, and other plans; finds close correlation in use of Wilkins Prognosis Tests.
- Hawley, Harriet: See Bradley, Melcena.
- Johnson, D. B.: "Suggestions for Review of First Year French Work in Ninth and Tenth Grades." No. 25, 4-5. Memory work, translation, reading aloud, and composition.
- Ortega, Joaquín: "Linking First Year Spanish with the Humanities" (extract from complete paper). No. 23: 1-3. Suggests composition on cultural themes, outside reading on Spain, Spanish Clubs, etc.
- Ortega, Joaquín: "Suggestions for Teaching Spanish Conversation and Composition" (extract from complete paper). No. 28: 2-6. Playlets, speeches, statement of preferences, debates, etc., with an example of a playlet written by a student.
- Schirmer, Mariele E.: "Collateral Reading for French." No. 25: 5. A brief bibliography in English, chiefly on Paris and Versailles, Brittany and Normandy.
- Slaughter, M. S.: "The Study of Letters" (extracts from complete address). No. 26: 2-3. Discusses cultural benefits of reading.

THE CATHOLIC EDUCATIONAL REVIEW

- Behrent, Leo: "Modern Language Studies in American Schools and Colleges." XX: 518-526. Discusses history of modern language teaching, disciplinary, practical, and cultural aims, and methods. Favors "scientific indirect" method, with emphasis on grammar, syntax and idioms; believes Latin best language to study first.

EDUCATION

- De Witte, William S.: "How to Learn Languages—Personal Experiences." XLIII: 228-231. Discusses self-instruction

and travel; stresses memory and mimicry; for the most part recounts very briefly, random experiences.

EDUCATIONAL REVIEW

- Church, Henry W.: "The Future of Spanish." LXIII: 121-128. Spanish boom is threatened by (a) delusion that it is easy; (b) lack of well prepared teachers; (c) lack of definite organization; (d) utilitarian delusion. Spanish must maintain itself as cultural subject. Teachers of modern language "have a common cause to defend, and . . . are actually on the defensive." He deprecates the idea that Spanish wins when another language loses ground.
- Coates, Mary Weld: "Americans as Linguists." LXIV: 286-290. Americans can be linguists if they discard inhibitions and cease to worry over non-essentials, such as the difference between Castilian and other pronunciations of Spanish.
- Head, Walter D.: "Aims and Ideals in the Teaching of Modern Languages." LXIII: 71-74. French alone considered. (1) Knowledge of French people; (2) good reading knowledge; (3) good accent; (4) familiarity with fundamentals of grammar.
- Jonas, J. B. E.: "Qualifications of the American Modern Language Teacher." LXIII: 344-350. Good command of present-day language; some phonetics, historical grammar, methodology, acquaintance with chief works and lives of classical writers, some original systematic study in the literature. How is this equipment to be acquired, how kept up?
- Martin, Henry M.: "An Ideal and a Standard in Modern Language Teaching." LXIV: 291-300. Using Spanish for illustrative purposes, author opposes too ambitious aims. "We can train in our colleges the most talented of our students to speak Spanish of a very simple order and with relative freedom from accent, provided they coöperate."
- Nemiah, Royal Case: "Shall We Read Literature in Translation?" LXIV: 135-141. Although reading a good book in translation is better than not reading it at all, there are great advantages in reading in the original.
- Price, W. R.: "General Linguistics." LXIII: 430-433. A discussion of the approach to English through Latin leads to the discovery that the argument for an approach through German is equally sound.

- Wilkins, Lawrence A.: "Concerning the Study of Spanish in the United States." LXIV: 409-414. An answer to educational administrators and others who lament the "mad rush into Spanish." Letters are quoted from government officials and business men, who favor Spanish on account of relations of all kinds with Spanish America.

THE HIGH SCHOOL JOURNAL
University of North Carolina

- Leavitt, S. E.: "Spanish Column." V: 126-127; 162-164; 188-189; 230-231. Matters of interest to teachers of Spanish in North Carolina.
- Shapiro, A. A.: "The Importance of Latin for the Study of Spanish." V: 162-164; 188-189. Statistics show that Latin is helpful in preparing for a thorough knowledge of Spanish. A brief discussion of the development of Latin into Spanish.
- Vermont, A.: "The Teacher of French and his Opportunity." V: 153-156. Love and knowledge of France make the teaching of French a joy, and keep the pupils interested.
- Wenhold, Lucy M.: "The Spanish School at Middlebury." V: 182-183. An account of professional and social advantages it offers.

THE HIGH SCHOOL QUARTERLY
University of Georgia

- Furst, Clyde: "A Study of the Matriculation of Students entering Southern Colleges." X: 77-83. "Plainly Latin is still the foreign language most frequently studied in the South."

JOURNAL OF EDUCATION

- Anon.: "A Demonstration of the Socialized Recitation in French." XCV: 178. Account of a public demonstration of practical command of French by a class from the Junior High School of Wellesley Hills, Mass.
- Doyle, H. G.: "Modern Language Items." XCVI: 575-577.
- Jordan, Riverda H.: "The Responsibility of the Teacher of Modern Language." XCVI: 287-290. The three chief aims of our teaching, pre-vocational, preparatory and avocational, call for different methods of instruction. But the teacher should inspire as well larger values of language study.

Pettengill, R. W.: "Inside View of the Marking System of the College Entrance Examination Board Readers in German." XCVI: 259-261. Writer defends C.E.E.B. and describes minutely the procedure of grading examinations. Admits that no system is wholly satisfactory, but thinks we are not likely to do better by any other system.

THE KANSAS TEACHER

McConnell, W. W.: "Kansas Junior High Schools." XIV: 3: 7-10. Brief comment devoted to languages. "Foreign languages are on trial in the Junior High School."

THE SCHOOL REVIEW

Cook, William A.: "Secondary Instruction in Romance Languages." XXX: 274-280. Discusses reasons for studying various languages; stresses trained teachers, greater continuity, and training in good English.

SCHOOL AND SOCIETY

Oldfather, W. A., and others: "Latin as a Modern International Language." XV: 105-106. Committee of American Philological Association sees little need of international language among uneducated; among educated classical Latin, with necessary additions, should be chosen.

Van Landingham, Harry: "The French Professor: Class Room Notes and Impressions." XV: 700-704. Most of the article is devoted to a sympathetic account of the *explication française*.

JOURNAL OF EDUCATIONAL RESEARCH

Briggs, Thomas H.: "Prognosis Tests of Ability to Learn Foreign Languages." VI: 386-392. School administrators think that too many pupils are now permitted to elect a foreign language. Vocabulary, memory, and analogy tests described; good correlation with grades not yet secured; means of improvement suggested.

TEACHERS COLLEGE RECORD

Snedden, David: "Sociological Problems of Modern Language Instruction in Public Schools." XXIII: 1-11. Proposes many questions and problems that need investigation before

we can determine the fate of modern languages in high school curricula.

THE VIRGINIA TEACHER

Easter, D. B.: "Entrance Requirements and Degree Credits in Foreign Languages." III: 110-114. A plea for grammar training. Author favors six years of Latin in school, and at least two years of modern language, preferably French and German. Spanish is less valuable: Greek and Italian can be studied in college.

Learned, Henry Dexter: "The Problem of Foreign Languages in the School and College Curriculum." III: 166-168. "Latin is the most suitable language for the schools, and should be begun in the last years of the grades; the modern languages should in general not be attempted in the schools at all . . . French and German should be the standard modern language courses" (in colleges).

UNIVERSITY OF PENNSYLVANIA BULLETIN

Riemer, G. C. L.: "The Teaching of Modern Languages: The Present Situation." XXIII: 1: 321-323. (Ninth Annual Schoolmen's Week Proceedings. April 20-22.) Statistics from sixteen counties in Pennsylvania. For administrative reasons small high schools should offer only Latin.

BOOKS AND PAMPHLETS

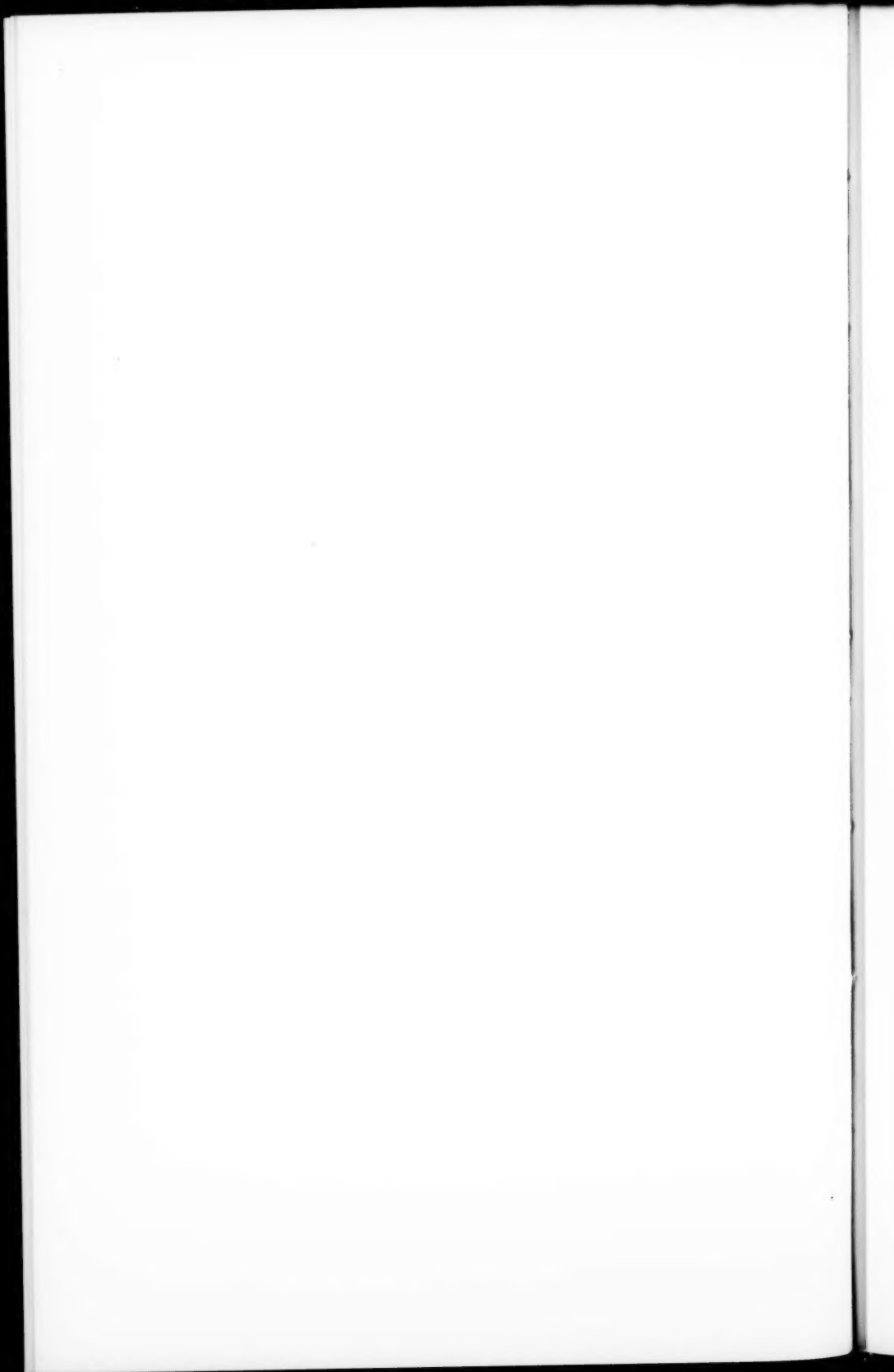
Bobbitt, Franklin: "Curriculum-Making in Los Angeles." The University of Chicago, 1922. Objectives in modern languages discussed (pp. 95-97) with presentation of 35 basic assumptions. Reading should be chief aim, and much more should be read than is now done; other objectives unimportant for most pupils.

Book, William F.: "The Intelligence of High School Seniors as Revealed by a State-Wide Mental Survey of Indiana High Schools." New York MacMillan, 1922. XX: 371 pp. Chapter IX. (pp. 159-184) discusses choice of subjects. "The brightest boys show a decided preference for mathematics and science, the brightest girls for foreign language." Interpretation of these facts, with many tables of statistics.

- Foster, Herbert H.: "Principles of Teaching in Secondary Schools." New York, Scribner's 1921. XVIII+367 pp. Discusses vocabulary and reading tests, pp. 283-285; contains a Spanish lesson plan, adapted to direct method, pp. 349-352.
- Havens, George R.; Hendrix, W. S.; Eisenlohr, B. A.: "Suggested Minimum Requirements in French, Spanish and German for the Two-Year High School Course." The Ohio State University, 1922. 30 pp. Brief discussions, accompanied by vocabulary lists of about 1,000 words for each language.
- Johnston, Charles Hughes; Newlon, Jesse H.; Pickell, Frank J.: "Junior-Senior High School Administration." New York, Scribner's, 1922. X+399 pp. A few brief remarks recommend experimentation and measurement to determine whether it is better to begin foreign language study with Latin or with a modern language such as French (pp. 134-135).
- Luria, Max A.: "Lecturas elementales con ejercicios." New York, MacMillan, 1922. XXVI+233 pp. Introduction contains five pages for student on "How to Study," based on directions used in De Witt Clinton High School.
- Snedden, David: "Educational Sociology." 1922. Century Social Science Series. Chapter XXXIV, pp. 459-472. The Modern Foreign Languages and Literatures. Present situation most unsatisfactory. Much time wasted in language study. Superficiality our bugbear here as elsewhere. Objectives imperfectly formulated. a) We must have some persons well trained in every important living language. b) Proportion need not be large, else wasteful. c) Different objectives possible within a given language. d) Cultural mastery of language should be aimed at in all cases. e) Provision early in secondary school, 5th or 6th grade. f) Number of persons to be trained in any language might be chosen by percentage, and the individuals allotted.
- Stevenson, John Alford: "The Project Method of Teaching." New York, MacMillan, 1921. XVIII+305 pp. In brief remarks about modern languages, author finds that the direct method approaches the project method (pp. 183-186; 267-268).
- Various authors: "Modern Languages in Training for Foreign Service." Department of the Interior. Bureau of Education.

Washington, 1922. Reprinted from Educational Bulletin, 1921, No. 27, Training for Foreign Service: 18 pp. Sections deal with (1) Chinese and Japanese, (2) German and Dutch, (3) Romance, (4) Scandinavian, (5) Slavic, (6) Turkish and Armenian. In (2) Hermann Almstedt contributes general remarks with a few specific recommendations. In (3) Victor E. François writes general remarks, and a brief syllabus of six years work in school, with some reference to college; emphasis on commercial, oral, and practical work.

Zouck, A. Marguerite: "The Teaching of High School French." State Department of Education, Maryland, 1922. Four year syllabus, lists of textbooks, methods, typical lessons, and bibliography; pronunciation and oral work emphasized throughout.



BIBLIOGRAPHY OF FOREIGN PEDAGOGICAL
PERIODICALS FOR 1922

By ALGERNON COLEMAN

MODERN LANGUAGES

Russell-Wells, Sir Sidney: "Languages Dead and Living." Presidential Address. III: 69-82. The substitution of Ciceronian for monkish Latin in the Renaissance furthered the development of vernacular languages through the principle of economy of effort. Purists kill the language they try to preserve.

Elfstrand, D.: "Translation into the Mother Tongue." III: 82-87. Ability to read is the ultimate aim. Traditionalists identify translation and reading, but translation is an obstacle to reading since it directs attention to linguistic phenomena and neglects subject matter. Conversational exercises are the natural preparation for reading provided new reading material includes what is known and has been practised. He favors an inductive-imitative method, and believes that translation is employed because it is easier for the teacher and *seems* to give results more quickly.

Allison, L. H.: "The Case for the Direct Method." III: 88-97. Clear statement of principles. Warns against monologue by teacher; insists on accuracy; much use of the blackboard; urges that foreign language be begun at the age of thirteen or fourteen.

de Barral; "Chronique de France." III: 97-99. Mentions controversy in France over the proposals of M. Bérard, Ministre de l'Instruction publique, to make Latin obligatory in the secondary stage and to discriminate against the modern languages. As a result of the animated controversy during 1921, the Conseil supérieur de l'Instruction publique in December 1921 passed in substance the following recommendations:

1. Two types of secondary curriculum, one classical with Greek-Latin basis; the other classical with French basis and

with place for Latin. In the first, Latin is to be begun in the sixth form (at the age of 12), Greek in the fifth. 2. No bifurcation as under curriculum of 1902, which led to premature specialization and opposition between literary and scientific culture. 3. One modern language to be obligatory and one optional in the Greek-Latin course; two to be obligatory in French-Classical course. 4. Both courses to lead to examinations of equal standing. (Bérard had proposed that the baccalaureate be conferred only on the pupils who did the required Latin). 5. Secondary curriculum for girls to be made uniform with that for boys.

Kirkman, F. B.: "Research in Modern Language Instruction."

III: 100-106. Notes interest in educational research in United States. Mentions Freeman on Handwriting Movements. Experiment by Rouse in teaching Latin at the Perse School shows satisfactory results in classics by the oral method in one third of the time needed by the traditional methods. Based on results obtained in open scholarship examinations.

Veillet-Lavallée, Ch.: "Les Humanités modernes en France."

III: 106-112. Review of the controversy aroused by the Bérard proposals. The Paris Faculty of Letters protested against the discrimination against modern languages.

News Notes. III: 118. Three experimental projects on hand: groups of experimental lessons, trial of teaching by word groups, compilation of common errors in spelling and work on elimination. Vigorous debate in England between M.L.A. and the Prime Minister's Committee on Classics, which demands Latin as requisite in the Arts course. Latin recently dropped as requirement in Arts course of Queen's University, Belfast.

Kirkman, F. B.: "Research in Modern Language Instruction" (continued). III: 131-135. Important questions proposed:

1. The economical method of teaching specific constructions;
2. Best time for review of a given topic and character of the review;
3. Amount of grammar needed for reading only *vs.* amount needed for self-expression;
4. Best method of ensuring recognition of the meaning of foreign words and the recall of vocabulary;
5. Frequency of types of spelling errors. Difficulty in securing complete uniformity of conditions. Whole-time investigators needed.

- Quigley, Hugh: "Croce on Education." IV: 2-8. A sympathetic summary of Croce's 1920 proposals as Italian Minister of Education. Croce would war against standardization in state controlled education.
- Tilney, A. G.: "Some Peculiarities of the Teaching of French." IV: 8-11. French often fails to interest pupil because of prominence of seemingly arbitrary difficulties of spelling and forms, and the monotony of the teaching. Teachers may banish dullness by using the variety of means that a language class offers and by keeping their own interest fresh by the study of authorities on teaching methods.
- Payen-Payne, de V.: "The Decline of French Scholarship." IV: 11-12. Chiefly due to the easy nature of the translation passages now set for secondary examinations.
- Green, A. W.: "Problem of the Backward Boy." IV: 16-21. Dullards can learn a foreign language by the right method, which is a form of the Direct Method involving much repetition by lively oral exercises of various types.
- Stent, E. C.: "The Dalton Laboratory Method as applied to the Teaching of French." IV: 21. Indicates how the Direct Method of Teaching French fits in with the general principle.
- Lutetius: "Flâneries Littéraires." IV: 40-45. Clever gossip about the "latest" in French literary circles, including mention of the first award of the Prix Balzac, and of the "filming" of Lamartine's *Jocelyn*.
- Orton, A.E.: "An investigation of the Common Spelling Errors in French." IV: 45-48. The Research Committee reports that the largest percentage of errors is found under the headings "Accents" and "Errors due to confusion" (with English words or with other French words).
- Moore, H. E.: "La France qui chante." IV: 48-50. Charm of French songs and their attractiveness to pupils.
- Bridge, G. F.: "Jottings by the Way." IV: 51-54. A spirited protest against the assumption that the choice of language for study depends on the material importance of the country in which it is spoken.
- Pegrum, A. W.: "A note on *Stille Nacht, heilige Nacht*." IV: 54-55. Brief account of the composition of the words and music of this carol by Mohr and Grüber in Oberndorf (Austrian Tyrol) in 1818.

ZEITSCHRIFT FÜR FRANZÖSISCHE UND ENGLISCHE
UNTERRICHT

- Jacobins, Thea: "Heinrich Morf als Lehrer." XXI: 22-24. Affectionate testimonial to the human, personal side of the well-known scholar on the first anniversary of his death.
- Lerch, E.: "Zu 'Eugen Lerch und der Sprachunterricht.'" XXI: 24-29. Part of a polemic between Lerch and Albert Streuber. Lerch deplores amount of attention given to weak students, and protests against the movement to reduce the study of French in German schools in favor of English, Italian, Spanish.
- Freund, Max: "Die Universitätslektorate für neueren Fremdsprachen. Ihr Ausbau und ihre Hebung." XXI: 65-88. Advocates greater development of *Lektorat* by giving the position more dignity and closer connection with University staff. German professors driven by the War from foreign positions should be considered in making appointments.
- Heiss, H.: "Der Andromeda-Mythus bei Hérédia und Verhaeren." XXI: 89-102. Comparative study of the treatment of the myth in three sonnets of Hérédia and in Verhaeren's *Persée*.
- Krüper, A.: "Zum Kampf um das Französische als Schulsprache." XXI: 102-108. Writer protests against movement to diminish or discontinue French; repudiates the charge that the study of foreign languages and cultures contributed to Germany's defeat; admits that the study of English should take a higher place than French, especially in intermediate schools; maintains that French should form an essential element of the program of higher institutions and of the schools that feed them.
- Anon.: "Englisch und Spanisch an den höheren Schulen." XXI: 108-111. Demands that English take first place among modern foreign languages in German instruction as officially announced for Württemberg in 1921. Spanish must play a larger rôle in technical and commercial education. Had Germany known Cervantes better, she would have had less emotional ideology and a better knowledge of her real position with respect to France.
- Hoch, W.: "Zur nationalen Wertung des französischen Sprachunterrichts." XXI: 111-115. No reason to abandon the study

- of French. France has always been the clearing house of ideas. Germany's position now inevitably bound with that of France. The youth of Germany can not be won away by the study of French; they will only be forearmed.
- Karpf, Fritz: "Zum Englischen als erster Fremdsprache." XXI: 115-117. Outlines of survey of French literature for senior year of 7-9 year course. Reading should illustrate leading traits of different schools: e.g. Molière, Corneille, Racine for classicism; *Hernani* for romanticism; *La Débâcle* for realism, with attention to Taine as founder of latter school. Political and social conditions of each period should be studied.
- Heiss, H.: "Andromeda-Mythus bei Hérédia und Verhaeren." XXI: 168-179. Contrast between Hérédia's plastic art and Verhaeren's symbolism.
- Stiefel, H.: "Zur Frage der Berufsvorbildung der Neusprachler." XXI: 181-85. Summary of discussion by Arthur Franz of the preparation of modern language teachers; too few stimulating personalities found in the profession, both in school and University.
- Jacobius, Thea: "Allerhand Kurzweil im fremdsprachlichen Unterricht." XXI: 185-188. Oral grammar practice through games. Class practices negative constructions by contradicting statements made in foreign language by teacher; practices forms of irregular verbs by completing sentences begun by teacher with *hier*, *demain*, and similar adverbs.
- Günther, Alfred: "Über Ziel, Aufgaben und methodische Gestaltung des spanischen Unterrichts." XXI: 188-195. Development of Spanish in Germany found the profession lacking in suitable plans and textbooks. Grammatical instruction should be related to pupil's knowledge of French or Latin; business correspondence to be emphasized. Less reading than in French because of shorter course, but passages from Cervantes and Calderón, at least, must be included. Program for 3 year course in upper secondary years.

DIE NEUEREN SPRACHEN

This journal, with whose honorable history all students of modern languages are familiar, announces its purpose to enlarge its scope by paying greater attention to the teaching of Italian and Spanish.

Wechsler, Eduard: "Bildungswert des Französischen für die deutsche Schule und den deutschen Geist." XXX: 1-12. Much opposition to study of French. Out of 1500 pupils in Berlin, only 200 in French, against 300 in Spanish and 1000 in English. What has knowledge of French speech and culture done in the past and what will it do in the future?

1. France shows signs of fresh interest in German culture.
2. Knowledge of French commercially valuable in Russia, Poland and the Levant.
3. Germans need French clearness, order, logic.
4. French culture represents "l'équilibre, l'harmonie de l'âme, la raison."
5. Above temporary considerations stand *Kultur* and *Geist* that nations honor and believe in. Besides these stand false gods. Central elements in French civilization: *Civilitas* and *Civitas*, *l'harmonie de l'âme, la mesure, le bon goût*, knowledge of men, *la générosité* (now seemingly dead). True French gods aided Walther von der Vogelweide, Wolfram von Eschenbach, Goethe, Herder, Schiller, Bismarck, Hegel, Schopenhauer, Nietzsche, Wagner. These elements found in French master minds (Montaigne, Corneille to Péguy), Gide, Duhamel, in whose works student will find meaning of *Société, honnête homme, nation, patrie, raison, penser, ordre, progrès, révolution*. Teacher must contrast and compare with German ideas and ideals, and so develop these more clearly.

Boerwolff, W.: "Racine und Euripides." XXX: 17-33. Contrast in point of view.

Urtel, H.: "Das Malerische bei Guy de Maupassant." XXX: 34-45. Personal contacts with realistic (impressionistic) school as reflected in his style.

Tranaas, Trygve: "Remarques sur les propositions interrogatives directes dans le français parlé et populaire." XXX: 55-62. Interrogative order, *Ton frère il est malade?* due to numerous cases of pleonastic pronoun in affirmative sentences. *C'est-il* (*c'est-y, c'est-i*) tends to be popularized instead of *est-ce que*. See *Gaspard, Le Feu*, Rosny aîné, Guitry. Negative is *c'est-il pas?* Interrogation by inversion losing ground in favor of *est-ce que?* etc. *Où est-ce que tu vas* tends toward *Où que tu vas?*; frequency of phrases like *Où c'est-il est?* *Où qu'il se cache?* *Où donc que vous étiez?* (Guitry); *Qui est-ce qui a fait cela*

= *qui c'est qui* . . . ?; *Quelle heure est-il?* = *quelle heure qu'il est?* Conclusion: "Le français parlé est en voie de perdre la construction interrogative par renversement."

Ehrke, Karl: "Die Sprache im Dienste der Auslandskunde."

XXX: 97-105. Comparison of French and German vocabulary showing absence in French of ideas involved in such words as *Gemüt*, *Sehnsucht*, *tüchtig*, *Gesinnung*, *wandern*, *Schoss*, *sittig*, *zutraulich*, but also of *Klatsch*, *Schimpfen*, *Schadenfreude*, from which is drawn a lesson of comfort and reproach.

Vossler, Karl: "Vom Bildungswert der romanischen Sprachen."

XXX: 226-234. If foreign languages are to be mere mediums for commerce and politics, then some artificial language is better than any indigenous speech. But the foreign language is to be studied humanistically, and for that purpose Romance cultures are of more value to Germans than English. French is too sophisticated for first foreign tongue, besides having great difficulties of pronunciation, spelling, etc. Therefore Spanish preferable as first foreign language. The speech of a people with glorious past; its culture rooted in ideas of honor, service, obedience, loyalty to an idea, coupled with delightful humor. At a later stage Italian culture to be studied, and French reserved for a still more advanced stage.

Schmidt, H.: "Beiträge zur französischen Syntax." XXX:

234-248. Continuation of studies published in previous volumes. Relative *qui* with non-personal antecedent often found after preposition instead of the traditional *lequel*. *De qui* (*duquel*, etc., occasionally) often found where *dont* would be expected, but only with possessive force as in the phrase, "on leur substitue . . . des protestants et des juifs, de qui la religion m'est fort indifférente, mais dont beaucoup encore des habitudes . . ." *Revue de Paris*. *Quoi* with preposition used with expressed antecedent instead of *lequel*: "un ciel sur quoi passent les nuées de l'aube." *Revue de Paris*, VIII, p. 58. Frequent use of *où* for preposition plus *lequel*: "l'œuvre commune où nous allons nous dévouer"; "ces mains par où se manifestait l'excellence de son âme." *Quel* with the value of interrogative *lequel*: "Nous commettons des gaffes ici. Quelles?"

- Mulertt, Werner: "Luis de Zulueta." XXX: 248-259. Criticism of this journalist, essayist and interpreter of cultural and political currents in Spain.
- Horn, Wilhelm: "Französisch *Ailer*." XXX: 270. New etymology from *ambulat* = *amulatis* = *alatis*.
- Günther, A.: "Darf der spanische Unterricht 'rezeptiv' betrieben werden?" XXX: 283-286. Spanish, formerly neglected, now being officially recognized. Chief language of business after English. Pupils need thorough grounding in syntax. Outline of three-year course for three last secondary years, with brief survey of literature in third year.
- Lissner, Max: "Der Konjunktiv nach Ausdrücken der Gemütsbewegung." XXX: 365-369. Explanation on psychological grounds of subjunctive in cases like "je me réjouis tant qu'il soit venu"; "je ne veux pas que Charles soit paresseux." "Als allgemeinen Grund für die Verwendung des Konjunktivs nach Ausdrücken der Gemütsbewegung darf man die Tatsache hinstellen, dass die Seele im Affekt von wechselnden Gefühlen und Vorstellungen bewegt und zu sicherem Urteil nicht fähig ist. Es erscheint daher ein Konjunktiv, der man sehr oft als Konjunktiv der Zaghafte Aussage bezeichnen kann. Andererseits ist es bei dem engen Zusammenhang zwischen Affekt und Willensvorzug ganz erklärlich, dass aus manchen Äusserungen der Gemütsbewegung so deutlich ein Begehren spricht, dass man von dem eintretenden Konjunktiv als von Konjunktiv des Begeherens reden wird."
- Riechen, Wilhelm: "Über den richtigen Gebrauch von *de*." XXX: 369-373. Writer takes exception to Tobler's explanation of the use of *de* in cases like "*de la manière dont nous sommes faits, il est certain que notre félicité consiste dans le plaisir*" (Prévost, *Manon Lescaut*), and bases the use of the preposition in this sense on the fact that the French *de* has inherited the sense of the Latin *de* = "in respect to," "as regards," and supports his contention by quotations from classical period.
- Krüger, F. and Hämel, Adelbert: "Zum Studium des Spanischen." XXX: 376-384. A critical examination of the *lacunae* in W. Mulertt's *Anleitung und Hilfsmittel zum Studium des Spanischen* (Halle, 1922), noting among other gaps the absence of references to *Hispania-California*, the Hispanic Society of

America's *Bibliographie hispanique*, to the critical studies of Milton A. Buchanan, and to R. Schevill's biography of Cervantes.

LITERATURBLATT FÜR GERMANISCHE UND ROMANISCHE
PHILOLOGIE

In a review of H. Kjellman, *La Construction moderne de l'infinif dit sujet logique en français* (Upsala, 1919), E. Lerch rejects K's treatment on the basis of the etymological meanings of *de* and *à*, and asks why the more frequent Old French *à*+infin. has given way to the more frequent modern French *de*+infin. The explanation is bound up, he believes, with the shift from personal constructions like "la pulcele me plaist à reguarder" to impersonals like "il me plaist de reguarder la pulcele." XLIII, 106-115.

LES LANGUES MODERNES (VOL. XX)

At the annual meeting of the Association des professeurs des Langues Vivantes, the president, M. Ch. Veillet-Lavallée attacked vigorously the proposed reforms in secondary education, which would increase the dignity of the professor of Latin, while reducing the importance of all others, and would restore the old type of language teaching. The Association adopted a resolution affirming its confidence in the Direct Method as a means of arriving at all the best objectives of language study.

Janelle: "Les Langues Vivantes dans l'enseignement secondaire en Alsace et Lorraine," pp. 138-144. Difficulties of shifting from German basis to French.

Hirtz, G.: "Un établissement d'humanités modernes: le Collège allemand," p. 196. New type of secondary school organized in 1920 with German and Germany as basis of program. Does not exclude foreign languages.

Waltz, R.: "La Composition en langue étrangère," p. 210. Should be written in higher secondary classes under eye of teacher after preliminary oral working of the material.

Laval, E.: "Les Epreuves orales de langues vivantes au baccalauréat," p. 279. Protests against exclusion of contemporary works from lists for examination. Suggests practice in speaking based on paintings, compositions on familiar subjects, paraphrases of poems, to keep vocabulary fresh and continue oral practice throughout literary work.

Bourgougnon, E.: "Quand faut-il commencer l'étude du latin?", pp. 284-289. No foreign language before age of 12; beginning of modern language at 12 by Direct Method; Latin may be begun at 14 by "une méthode abstraite et théorique."

Brunot, Ferdinand: Statement à propos of the proposed reforms, pp. 322-323. Teachers and good pupils would suffer from a general requirement of Latin which would eventually kill classical studies. The requirement for all young people to study Latin several years and Greek one year would merely result in a loss of time. "Experience shows that students have little interest in a subject which they will only study for a short time." Valuable disciplines would be eliminated to make way for the classics, overemphasizing memorization and verbalism to the detriment of observation and a sense of realities.

REVUE UNIVERSITAIRE

Parmentier, Georges: "L'Enseignement des langues vivantes." XXXI: 12-25; 118-128. Condemns Direct Method (Méthode maternelle) and its exclusion of mother tongue. Grammar should be taught methodically and in mother tongue. Read contemporary authors in translation. Great value of translation from and into mother tongue.

ENROLLMENT IN UNIVERSITY OF PARIS, XXXI, 68.

July 1914	French	14198	Foreigners	3048	Total	17246
July 1918	"	5998	"	1426	"	7424
July 1921	"	17612	"	3564	"	21185

In 1922 there was a total enrollment of 21612, of whom 3546 were women, the Faculty of Letters having an enrollment of 1450 women and 1931 men. p. 406.

REVUE DE L'ENSEIGNEMENT DES LANGUES VIVANTES

Camerlynck, G.: "Projets de réforme de l'Enseignement secondaire." XXX: 389. The Minister of Public Instruction retires M. Emile Hovelague, Inspector General of Modern Languages, doubtless because of his unfavorable attitude toward the proposed reforms which would greatly reduce the importance of the modern languages in the secondary curriculum.

BULLETIN HISPANIQUE

Cirot, G.: "La Question du latin et de l'espagnol." XXIV: 84-86. A propos of the vote of the Faculty of Letters of Bordeaux on making Latin obligatory in the secondary curriculum, Cirot believes in Latin for every one, but maintains that Spanish properly studied—not by the Direct Method—would give excellent cultural results. "Dans les classes supérieures c'est l'étude, pénétrante et commentée, des classiques du temps des trois Philippe, que nous devons avoir pour programme."

Mérimée, H.: "Le romancier Blasco Ibáñez." XXIV: 361-377. Sketch of his career and description of his return to Valencia in 1921 where he was welcomed by a gigantic representation of three of his novels (*Mare Nostrum*, *La Barraca* and *Cañas y barro*). On that occasion the novelist glorified in an address the democracy of the United States.

REVUE INTERNATIONALE DE L'ENSEIGNEMENT (1922)

Lannes, F.: "De l'enseignement des langues modernes au point de vue nationale," p. 42-43. The influence of France is of greater or less importance in the world as she profits or not by intellectual currents the world over. The study of modern languages in France bears directly upon this question, as well as upon France's rôle in international commerce.

"Avis émis par le Conseil supérieur de l'instruction publique en ce qui concerne la Réforme de l'enseignement secondaire. Communication du Ministre de l'Instruction publique," pp. 44-47.

Opinion of the Council under seven headings, the substance of which is reproduced by M. de Barral in *Modern Languages* (See above). Commentary by the Minister, attributing to the Council 1. the desire to avoid the too early specialization entailed by the plan of 1902; 2. the result of returning appreciably to the curriculum in force from 1891 to 1902, which provided a course without ancient languages and on a lower level as to time and academic esteem than the regular baccalaureate. The Minister considers as the only solution, if a course without Latin be insisted upon, transferring this course to a prolongation of the "enseignement primaire" (*Volksschule*). For this part, he insists categorically on a certain period of

Latin, with or without Greek, as a basis for all secondary education, that is, a type of education that prepares equally for professional studies in higher institutions and for living as a cultivated human being.

"Lettre de M. Léon Bérard, Ministre de l'Instruction publique et des Beaux-Arts à MM. les Présidents des Commissions de l'Enseignement du Sénat et de la Chambre des Députés relative au projet de réforme de l'Enseignement secondaire," pp. 357-364.

Under the plan of 1902, the desirable goal of a liberal education has not been attained. The utilitarian aim has been too much emphasized, and specialization has begun too early. The "classical humanities," which contribute to solidity of judgment and moral values, have been too little cultivated. Humanistic education tends to favor the development of the critical spirit, vigor and clearness of reasoning. Furthermore, the plan of 1902 offered too many elections, which disrupts the harmony and unity of the course.

The proposal: a single course through four years (from *sixième* to *troisième* inclusive) with Latin for the entire period and Greek for the last two. Then a choice between two divisions, A and B. A will include classical and modern languages and science; B will include modern languages and science, the study of the classics being replaced by a second modern language and more intensive study of the French language and literature. The Minister considers that the study of modern languages is an auxiliary means of culture of high educational value, but that they cannot take the place of the studies that have the incomparable advantage of initiating young Frenchmen in the language and civilization of their country. An examination in French, Greek and Latin is to be taken by all pupils at the end of the first stage (*troisième*) as a prerequisite to eligibility for the baccalaureate three years later. Under this plan, it is expected that there will be an average of twenty class hours weekly. The same professor will conduct the classes in French, in Greek and in Latin. The same principles are to be applied to the secondary schools for girls. It is hoped that this reform, if approved by Parliament, may go into effect in October 1923.

The University of Chicago

ARRIAS AND TARTARIN

by BENJAMIN M. WOODBRIDGE

"En France tout le monde est un peu de Tarascon."

READERS of the great and horrific deeds of Tartarin will remember how, armed from head to foot, the hero meets in an Algerian stage-coach a funny little gentleman resembling a village notary. In order to inspire his companions with proper respect, Tartarin introduces himself and the conversation turns on big game. Bombonnel, the panther hunter, is mentioned. Tartarin assumes a patronizing air, admits that he hunts panthers himself as past-time—after all, they are only big cats—and that he has accompanied Bombonnel on a score of hunting trips. On leaving the stage the notarial personage ventures to offer a bit of advice to the lion-killer, who inquires his name of the driver. It is M. Bombonnel in person.

Has Daudet taken a leaf from La Bruyère? If so, he would not be the first, for it seems that Montesquieu thought the portrait I shall quote worth an echo. (*Lettres Persanes*, No. 72). In the chapter entitled *De la Société et de la Conversation*, La Bruyère pillories one Arrias who must have hailed from Beaucaire, if not from Tarascon itself. "Arrias a tout lu, a tout vu, il veut le persuader ainsi; c'est un homme universel, et il se donne pour tel; il aime mieux mentir que de se taire ou de paraître ignorer quelque chose. On parle à la table d'un grand d'une cour du Nord: il prend la parole et l'ôte à ceux qui allaient dire ce qu'ils en savent; il s'oriente dans cette région lointaine comme s'il en était originaire; il discourt des mœurs de cette cour, des femmes du pays, de ses lois et de ses coutumes; il récite des historiettes qui y sont arrivées; il les trouve plaisantes et il en rit le premier jusqu'à éclater. Quelqu'un se hasarde de le contredire et lui prouve nettement qu'il dit des choses qui ne sont pas vraies. Arrias ne se trouble point, prend feu au contraire contre l'interrogateur:

"Je n'avance, lui dit-il, je ne raconte rien que je ne sache d'original; je l'ai appris de Sethon, ambassadeur de France dans cette cour, revenu à Paris depuis quelques jours, que je connais familièrement, que j'ai fort interrogé, et qui ne m'a caché aucune circonstance." Il reprenait le fil de sa narration avec plus de confiance qu'il ne l'avait commencée, lorsque l'un des conviés lui dit: "C'est Sethon à qui vous parlez, lui-même, et qui arrive de son ambassade."

No novelist can afford to neglect La Bruyère; Daudet, with his love of eccentricities of character, must have delighted in the portraits of the great moralist.

Reed College

Notes and News

This is the Vacation number. It is hoped that our readers will find the article by Professor Schinz an authoritative guide for summer reading.

Teachers of Spanish will be interested in the Biblioteca Literaria del Estudiante which is under the general editorship of D. Ramón Menéndez Pidal and published under the auspices of the Junta para Ampliación de Estudios. The careful editorial work found in these editions and their attractive appearance will make them welcome additions to the teacher's library as well as useful in advanced classes.

Professor Frederick B. Luquiens of Yale University has been appointed Secretary of a financial commission recently authorized by the Colombian Government to act with it in an advisory capacity regarding financial reforms. He is now in Bogotá.

NOTICE OF TEACHER-PLACING SERVICE

The Executive Committee of the National Federation has decided that, owing to frequent requests on the part of teachers for aid in securing positions, and requests of school officials for suitable teachers, it will attempt, on a modest scale, to facilitate such business.

Teachers of modern languages who desire positions are hereby invited to send to the undersigned (1) a record of training and teaching to date; (2) recommendations; (3) statement of kind of position desired, including locality preferred, and salary expected; (4) a recent photograph.

School officials are invited to send their requests to the undersigned also.

This service will be gratis, unless telegrams are sent, in which case, the teacher will be billed for this expense.

C. H. HANDSCHIN, *Secretary*

Oxford, Ohio

CHICAGO

University of Chicago

At a joint meeting of El Círculo Español and the Romance Club, held January 11, Professor A. G. Solalinde of the Centro de Estudios Históricos of Madrid, gave a delightful *conferencia* on *Alfonso el Sabio*.

At a joint meeting of the Sociological Club and Il Circolo Italiano, held February 16, Professor Schevill, who recently returned from Italy, gave a very instructive lecture on the Fascisti movement in that country.

At the meeting of the German Conversation Club held on January 12, Professor Schütze gave a very inspiring interpretation of Hauptmann's *Die versunkene Glocke*.

At the meeting of the Cercle Français held on February 8 the topic was *Contributions de la Belgique à la civilisation*. M. Van Tassel gave a résumé of the topography, the politics and the languages of Belgium. M. Kraemer in his talk on the illustrious men of Belgium demonstrated that this little country has contributed largely to European civilization. The meeting closed with the singing of *chansons populaires*.

EDITH CAMERON

IOWA

On the evening of February 20, members of the Romance Language Department of the State University of Iowa put on a very creditable production of the old and well-known favorite "Le Voyage de M. Perrichon." This is the third play given by students of the Department under the direction of Miss Olive Kay Martin, instructor in French. The most noteworthy feature of the performance was the fact that most of the cast, including all the leading parts, was made up of students from first and second year classes. The play will be given again April 12 and 13 in connection with the conference for French and Spanish teachers in the State, which will be held by the Romance Language Department and the Extension Division of the University. It is the intention of the Spanish club to put on a Spanish play as one of the attractions of the conference.

Professor S. H. Bush, head of the Department of Romance Languages of the State University, will conduct a study-travel party of tourists in France during the coming summer.

Modern language teachers in the State of Iowa are urged to send to Professor C. E. Young of the State University items of general interest for publication in these notes.

C. E. YOUNG

Professor C. H. Mercer, of Dalhousie University, Halifax, has done interesting work in making lantern slides to be used in connection with the teaching of modern languages, especially Spanish. He has recently spoken before the teachers of New York and has prepared a course of three lectures suitable for meetings of teachers.

REGISTRATIONS IN IDAHO

	<i>French</i>	<i>Spanish</i>	<i>Latin</i>	<i>German</i>
State of Idaho (excluding the University)	846	1572	2890	26
University of Idaho.....	219	325	37	32
	1065	1897	2927	58

MARGARETE L. SARGENT

The University of Illinois Bulletin, Vol. XX (March, 1923) entitled "Proceedings of the High School Conference of November 23, 24 and 25, 1922" contains an important list of "reading texts for the first two years in Spanish" prepared by a committee consisting of Lillian B. Weide, Elsa Scheerer, Edith Cameron and Carl O. Sundstrom, *Chairman*. A similar report on French texts was prepared by Josephine C. Doniat, Florence A. Lucas, Jennie S. Shipman, Franck Louis Schoele, and Thomas E. Oliver, *Chairman*. Suggestions are also made for texts which are suitable for outside reading in the third and fourth year of French and also suitable material for the Cercle Français.

THE FOREIGN LANGUAGE SITUATION IN
WISCONSIN HIGH SCHOOLS

In prefacing previous discussions of this topic, I have consistently emphasized the point of view that the high school holds the key to the modern language problem; and in the study of the high school situation we have the best means of keeping in touch with the changing status of our subject. It is very much to be hoped that workers in other states will be moved to make equally detailed reports on their respective territory; but such figures, to be of any real value, must be comparative, showing the relation of the present to the pre-war time, the relation of this year to last year, and the relation of language enrollments to total pupil enrollments. Only in this way can we see where we really stand, make plain to ourselves the fact that, for instance in Wisconsin, whereas we are making substantial gains from year to year, we are still far behind the position that we had reached before the war.

The importance of giving comparative, related figures will be clear from a single example. In the fall of 1921, there were 48,250 pupils in 329 accredited Wisconsin high schools not enrolled in any foreign language class (assuming that no pupil took more than one language at once); in the fall of 1922, there were 49,811 such pupils in those same schools. This looks like a loss to language; but the total enrollment of those schools increased from 63,630 to 67,189, so that the percentage of pupils without language dropped from 75.8 to 74.0. The total enroll-

ments in language (including Latin) increased from 15,380 to 17,378. This looks very encouraging, and we begin to look hopeful, but if we examine the figures for 1916, we shall find that in that year only 71.8 percent of the pupils in the accredited schools were without language. So that in order to get back to where we actually were, we must increase the language enrollment of the present year by over 1550.

How can such an increase be effected? On the one hand, by decreasing the number of schools in which no language is offered. (In this connection I should like to endorse cordially the remarks by H. W. Church in the *Education Review* for Feb. 1922, who points out that a loss in one language means a loss for all, and that it is a mistake to think that Spanish profits when another language decreases.) In 1916 there were only 47 no-language schools; but at present there are no less than 129, with a total enrollment of 10,568 pupils. The number of such schools has decreased from last year, when there were 140; but the total enrollment is greater, for in 1921 the 140 schools had but 10,530 pupils, while most of these are small high schools, with less than 100 pupils each, there are no less than 26 schools in the list with more than 100, and one of over 200 pupils. And that even schools of the smaller size could well support a foreign language is evidenced by such a school as Shullsburg, which has 48 enrolled in Latin in a total enrollment of 90.

This leads to a consideration of the other way in which increases might be secured: by improving the percentage of participation in the schools which offer language. Surely there can be no justification in principle for the fact that whereas Madison has a language enrollment of 735 in a school total of 1154—almost 64 percent—there are public schools which have as few as 13 percent of their pupils taking language. Sixty-four percent of the pupils now enrolled in the schools that offer language would be some 36 thousand, more than twice the relative number of enrollments that we had in 1916.

The methods by which such increases are to be effected lie outside the scope of this article. Much influence on the regaining of schools from the no-language column resides in the hands of administrators, school inspectors, superintendents, and principals. It is doubtful whether we teachers of modern languages can have much influence on that phase of the situation. Increase in language enrollments within a school is no doubt directly responsive to the attitude of the principal, whose encouragement can raise them not a little. But they are also directly related to the efficiency of the teacher, and this is a point where we teachers also have some responsibility. What does it mean when a language class in a high school drops from 36 to 20 to 10 to zero? In all probability it means ineffective teaching, a lack of proper preparation, a lack of enthusiasm, a lack of skill.

Such individual differences in the teaching staffs go far to explain the chaotic ups and downs that are revealed by a careful study of school enrollments in language for the past three years. I have examined all the records available, and present the figures by languages.

In French, 35 schools are increasing, 35 are stationary, 5 are weak, 28 are decreasing, 2 are lost, 8 are new. In German, 17 schools are increasing, 4 are stationary, 2 are weak, 2 decreasing, 4 lost, 11 new. In Spanish, 9 schools are increasing, 3 stationary, 2 weak, 5 decreasing, one lost, 4 new. Translated into percentages, the strength of French is 38, of German 74, of Spanish 54. Compare the figures for Latin: 100 schools increasing, 37 stationary, 8 weak, 26 decreasing, 2 lost, 16 new, percentage of strength, 61. (This figure is derived by dividing the number of new and growing schools by the total number.)

The figures for Milwaukee always have a special interest, as coming from our largest city. Figures refer only to the six public high schools.

	<i>French</i>	<i>German</i>	<i>Latin</i>	<i>Spanish</i>	<i>Total</i>	<i>Total pupils</i>	<i>Percent</i>
1921	652	395	1104	933	3084	7198	43
1922	634	664	1370	1083	3751	8041	46.7

For the whole state, involving this year a total of 375 schools, public and private, the figures are as follows:

	<i>French</i>	<i>German</i>	<i>Latin</i>	<i>Spanish</i>	<i>Total</i>
1921	5251	977	10,710	1611	18,549
1922	5120	1557	12,324	1788	20,789
Gain	-131	580	1,614	177	2,240
Percent	2.5	59	15	11	12

B. Q. MORGAN

REVIVAL OF GERMANISTIC JAHRESBERICHTE

Plans have finally been perfected for reviving the two important Germanistic Jahresberichte, suspended by the War. Each is to include twelve "Bogen" and their surveys of literature will divide at the year 1700. The *Jahresb. f. german. Philologie* will continue to be issued by the Berlin Gesellschaft f. deutsche Philologie under Professor Roethe's editorship. The number for 1920 is now in the press, that for 1921 in preparation. The *Jahresb. f. neuere deutsche Literaturwissenschaft* has been taken over by the Berlin Literatur-Archiv-Gesellschaft, under Professor Petersen's editorship. The Berichtsjahr 1921 is in preparation and will appear this year, leaving the gap 1916-1920 to be filled by a special volume, to be issued later. It will be somewhat modified as compared with its predecessor down to 1915, and will cover literature down to the present day. The general business manage-

ment is in the hands of Professor F. Behrend, Archivar of the Deutsche Kommission of the Berlin Academy of Sciences, Unter den Linden 38.

Both societies solicit membership from American scholars and libraries. Membership in either costs \$2.00 for 1923, which includes a copy of the Berichtsjahr 1921. The *Jahresb. f. germ. Phil.* for 1920 will be purchasable separately at \$2.00. The Literatur-Archiv-Gesellschaft offers members the current number of its Mitteilungen ("Der Literatur-Archiv") as an alternative for the *Jahresbericht*, or with it for \$1 additional. It has also earlier sets of its publications from the Archiv to sell directly.

Subscribers to both societies may forward their names and options to the Emergency Society for German and Austrian Science and Art, c/o Professor Franz Boas, Columbia University, New York, which will attend to the delivery of the volumes when published. Immediate payment is desirable, but may be deferred till receipt of the volume. Subscription to membership insures receipt of the publication at a reduced price and is important for those who wish to maintain their files intact, as under present conditions there is no certainty that a sufficient number will be available for later purchase through trade channels.

Review copies of works published in this country should be forwarded to Professor Behrend, marked for the editor. This is very important, in order that the bibliography may include all American contributions to Germanics.

ROBERT HERNDON FIFE

Supplementary to the material on summer schools abroad published in the April number, announcement has been received of two Travel Tours which include lectures at the University of Leipzig and the University of Heidelberg. For information address, The Academic Tours Company, 152 W. 42nd St., New York City.

WESTERN PENNSYLVANIA

The March meeting of the Modern Language Association of Pittsburgh, held on March 24th, was addressed by Dr. G. C. L. Riemer, Director of Foreign Languages in the Department of Public Instruction, who discussed "The Pennsylvania Syllabi."

ENROLLMENT IN THE DIFFERENT LANGUAGES IN THE HIGH SCHOOLS OF NEW YORK CITY—MARCH 1, 1923

Term	I	II	III	IV	V	VI	VII	VIII	Totals
French	6628	5901	5551	4682	2220	1776	171	156	27085
German	1934	1277	788	485	192	11			4696
Greek	49	25	29	19	8				130
Italian	235	142	101	124	10	8			620
Latin	6039	5470	3997	3212	1676	1398	230	283	22305
Spanish	8183	6588	6167	4994	2495	2002	268	183	30880

Grand Total—Foreign Languages, 85,716.

Grand Total—Modern Languages, 63,281.

Reviews

PREMIÈRE ANNÉE DE FRANÇAIS avec notation phonétique
par ARTHUR GIBBON BOVÉE, Ginn and Company, 1922.

At last a direct-method text has been written which does not depend on a few spectacular features to attract attention and to obscure its fundamental fallacies, but which is based on a thorough, consistent, logical and scientific approach to language study. It is so consistently planned, so carefully developed, and so completely carried out, that even an inexperienced teacher with little knowledge of spoken French could use it successfully.

The material is divided into 162 lessons and is supposed to be completed at the end of the first year. The lessons are not, as in most text-books, isolated units, containing unrelated grammar-points and disconnected, irrational vocabularies, to be omitted at will; but each one is an inevitable outgrowth of the preceding one and prepares the way for the ensuing one; each one, in other words, is an essential link in a continuous chain.

Each lesson is so arranged that it contains a complete program for the class-period, including all the French that the teacher has to use in explaining new forms, or demonstrating new words; all the answers of the pupils in correct, idiomatic French, such as, "Oui, M. Je le comprends parfaitement." or "Non, M. Je ne le comprends pas. Voulez-vous-bien me l'expliquer?"; and the home work for each day's assignment, including frequent reviews, suggestions for dictations and occasional short examinations. Thus, the teacher's preparation for each day's class is reduced to a minimum, and the pupils' study is guided and checked by the material in the text so that mistakes are almost entirely eliminated. In this way, the time that is usually spent in correcting mistakes in pronunciation and grammar, is saved and may be spent in constructive and continual progress. Incidentally the demonstrations of grammar and vocabulary usually in the form of a dialogue between the teacher and the class furnish about 200 pages of connected, simple, but idiomatic reading matter for the pupils' home study and provide an excellent foundation for their further reading of French.

I. PRONUNCIATION. Phonetics is not introduced at the beginning as a sort of "linguistic hors d'œuvre" and subsequently forgotten, but is constantly treated as an integral and essential part of the language; as a logical explanation for grammatical peculiarities and orthographic changes.

At the beginning, the pupils are not allowed to form habits of careless and incorrect pronunciation, for they are not

permitted to pronounce a single sentence until they have had a thorough drill on the simple vowel and consonant sounds. The first twelve lessons consist of subconscious comprehension exercises, when the pupils hear simple French correctly pronounced; articulation exercises, consisting of pronouncing isolated vowel and consonant sounds and lists of words; and finally the reading and writing of phonetic symbols with various exercises in dictation and transcription. Little by little, the pupils become acquainted with the symbols, their corresponding sounds, and eventually with all the different spellings for those sounds. Almost every lesson, from the first to the last, contains some form of drill on pronunciation. This part of the work includes 1. Vowels, 2. Voiced and Unvoiced Consonants, 3. Syllabification, 3. Rising and falling inflection, 4. Stress, 5. Long and short syllables, 6. Closed and open syllables, 7. Phonetic Transcription, with frequent reviews, repetitions, dictations and summaries. Like all the rest of the material in this remarkable book, it is so carefully explained, so constantly reviewed and so continually applied, that even eighth grade pupils can understand it and learn it with the greatest ease. The explanations for the correct formation of the sounds are all given in English, thus aiding the teacher as well as the pupils.

There is a complete phonetic table at the beginning of the book which contains the phonetic symbols, the approximate English sounds, all the different spellings in French with examples and exceptions of each. The pupils are so frequently referred to this table that by the end of the year, it is as completely a part of their knowledge of French, as conjugations and paradigms. In spite of the difficulties of printing such a text, even the first edition is surprisingly free from typographical errors. There are a few examples of the French spellings, given in the phonetic table which might be still further simplified. For instance, the spellings for ϕ and α seem unnecessarily involved; e given as the last spelling for the symbol ∂ is not clear; and giving sc before e and i in addition to c before e and i seems superfluous. However these are details on which teachers might well differ, and which, in any case, could easily be changed in a new edition. They do not, in any sense, affect the care and completeness with which the use and understanding of phonetics, pronunciation and orthography are developed throughout the book.

VOCABULARY. The vocabulary, based on the 500 words most frequently used in English, is developed through logical series of actions which can, at first, be dramatized in the class-room and which form a part of the pupil's every day life. Beginning with the first connected text, called "La Série du Livre," the lessons go on with "La Série du Tableau," "La Série de la Leçon"; in different persons and forms. After the pupils have learned to

tell the time of day, they start the twenty-four hour cycle which lasts until the end of the book. The first one, "La Série du Matin" is followed by "L'Histoire de Petit Déjeuner"; then "L'Histoire du Chapeau Perdu" which every boy will enjoy and appreciate; "L'Histoire des Bonbons," "L'Histoire de l'Automobile," "L'Histoire de la Librairie," in the course of which the pupils are incidentally introduced to the future and told to buy reading books for their French class; "Les Deux Elèves qui sont en retard," "La Journée d'un Elève," "Diner de la Classe," and finally ending the day and the year simultaneously with "La Soirée au Théâtre." These witty and enlivening tales are interspersed with conversations based on the seasons, days of the week, dates, an Imaginary Trip to Europe, and informal dialogues illustrating every conceivable grammatical form and idiom.

All the new words are introduced by the direct method; they are demonstrated by the teacher before they are assigned for home study. They are so skilfully, almost insidiously introduced that in many cases the pupils are hardly aware that they are new. For successful demonstration without recourse to English, Mr. Bovée depends on gestures, pictures, objects, similarity to English, synonyms, antonyms, definitions, sequence of ideas, and innumerable other ingenious devices all suggested in the text and not left to the teacher to devise for herself. In a few cases, where the meaning may still be obscure, the English word is given.

Every new word that is used is printed in italics. The pupil's mind is not burdened with a wholly new vocabulary in each lesson, but old words are constantly being brought up to date. If the grammar point is new, it is taught through the medium of the old, familiar vocabulary; if the vocabulary is new, it is used in the old grammatical setting. In this way, language study becomes not only acquisitive but assimilative. It is no longer the dead, mechanical learning of ever new, disconnected, isolated facts, like words or constructions; but it is a natural, living, growing capacity for self-expression.

To illustrate: In order to teach the new word *Parce que*, in Lesson 50, he uses six sentences giving obvious reasons for doing definite actions. He follows this demonstration with twelve questions based on old vocabulary and all beginning with *Pourquoi*. Instead of giving the already familiar sentence, "Je vais au café pour manger." or "Je vais au théâtre pour voir jouer les acteurs," the pupils respond with, "Je vais au café parce que je désire manger." or "Je vais au théâtre parce que je désire voir jouer les acteurs." In a later lesson, the same sentences will read, "Je vais au café quand j'ai faim" or "Je vais au théâtre le soir" or "A huit heures du soir." Thus, at the same time that they are acquiring the new word *parce que*, or *j'ai faim*, or *le soir*, and adding it to their thinking equipment, they are repeating and assimilating the old forms.

Thus, the sentence, or phrase, or, in other words, the thought unit becomes the point of departure, and not the isolated word or grammatical form. The pupils think of the new words, not as separate entities but in terms of a situation, a series of actions, or as new tools for self-expression. Even such words as *d'abord*, *ensuite*, *puis* and *enfin* are used in connection with a series of four actions which naturally follow each other. Their meaning is explained and reinforced by defining them in French or by giving their synonyms or antonyms. For instance, "D'abord signifie premièrement, au commencement. Ensuite et puis signifient après cela. Enfin signifie finalement. C'est le contraire de premièrement; "et d'abord." (These explanations are found in Lessons 56 and 58.)

Teachers who have tried to teach vocabulary this way in spite of their text-books will find their efforts reduced 100% and their results increased one hundred fold by having this type of drill included in the text-book itself. Instead of the teacher's haphazard, disorganized efforts, entirely extraneous to the text-book itself, we have here all this material, organized and simplified and included as an intrinsic part of each day's study.

Beginning with the twenty-fifth lesson the new words are arranged in an *Etude de Mots* at the end of each lesson for the pupil's convenience in preparing his assignment. The words are classified according to parts of speech, and the phonetic transcription is given. The English meanings are not given, but the words are frequently explained in French. It is hard to imagine that the pupil would ever have to look up the word in English, but if he did, he could find it in the back of the book with a number referring him to the page on which it was first introduced. There is no English-French vocabulary for the simple reason that it would be entirely superfluous and quite contrary to the spirit of the book. Thinking in English is so nearly eliminated that it would never occur to a pupil using this book to look for a word at the back. He would almost involuntarily turn to the lesson, the context, the place where he remembers the word to have been used.

GRAMMAR. The grammar, like the vocabulary and pronunciation, is skilfully interwoven into the very woof of the language itself. It is taught by usage, rather than by rule, altho the rules are stated simply and clearly; it is thought of as a tool, something to be used, not just something to be learned. The illustrative material is made up primarily to express a series of related thoughts. A wealth of examples is given; in the case of verbs, a series in the same person, so that there is constant repetition of the correct forms, before the pupils are called on to do any original work. The subsequent exercises are based on the identical examples already given, and thus allow no chance for mistakes.

The two advantages in this procedure are: 1. by eliminating all chance of mistakes, it saves time spent on corrections for more profitable exercises; 2. it teaches pupils almost automatically to look for the correct forms in the text, to imitate, to repeat, and eventually to think in terms of the French idiom, rather than to transliterate isolated words from English into French. Thus, by the very nature of the text-book, the pupils learn correct habits of study from the beginning; they acquire a linguistic training which will stand them in good stead in all their subsequent language study, and which some of us, handicapped as we have been by our inadequate text-books, have tried in vain to impress upon our students.

One of the most striking instances of the avoiding of needless mistakes is in his teaching of the contraction "*au*" in Lesson 22. Instead of explaining, as most texts do, that *au* = *à le*, thus inviting almost inevitably the form *à le* from the less alert students in the class, Mr. Bovée gives a list of 14 complete sentences, calling them "Les Endroits au Masculin," all using the form *au*, and incidentally reviewing the form of *pour* with an infinitive and teaching about thirty new words without presenting the slightest difficulty. The sentences read, "Je vais au tableau pour écrire la dictée. Je vais au garage pour chercher l'automobile. Je vais au parc pour patiner sur le lac." What could be simpler, saner or more scientific than that, or more tragically different from the large majority of beginning texts that we have been obliged to use? As a result of this drill pupils never make a mistake on this construction, no, not even the dumbest ones! Without it, many a student goes through four years of high-school French "bellowing on to the last *"à le"* as many of us know to our sorrow. The skill with which this particular form is taught is typical of the whole book from Lesson 1 to Lesson 162.

Mr. Bovée's treatment of verbs is, perhaps, one of the most interesting and valuable innovations in this unusual text. The verbs are taught by Verb Series which are easily, almost unconsciously memorized by the class. Beginning with the first person, the same series is developed in the imperative, interrogative, and finally affirmative, of the second person, thus involving the giving of questions, commands and answers on the part of the students. By dividing the verbs at the beginning into two divisions, instead of four conjugations and by teaching only the *Je*, *Vous* and *Il* forms at first, the pupils are enabled to learn very quickly an almost incredible number of irregular, as well as regular verbs without knowing that they are irregular, and hence, difficult. There is a Verb Appendix at the back of the book, giving a table of the Formation of Tenses, a complete synopsis of a verb, showing its formation from the principal parts, a complete conjugation of four regular verbs and the two auxiliaries and an alphabetical list of irregular verbs with their difficult forms.

The adherents of the Grammar-Translation Method need have no fear for the amount of grammar their pupils will learn in this book. I believe that they will acquire a more clear and real understanding of French grammar than with any other text. There are ample grammatical exercises of all kinds, but there is no translation, which seems to me a double advantage. By doing no translation from French to English, pupils gradually acquire the ability to grasp the thought in the foreign tongue, thus preparing the way for a real reading, not translating knowledge, of the language; by doing no translation from English to French, the pupils gradually learn to think in terms of foreign idiom and to realize, though unconsciously at first, that translation is not transliteration, but a changing of thought units from one language to the other.

Altho this book was written primarily for a high-school text, it is equally good for junior high schools. And after all, when one hears eighth-grade students, after three months of study, answering glibly and with almost perfect pronunciation with such sentences as "Oui, Mlle. j'aime beaucoup entendre jouer l'orchestre" or "Je désire aller à l'opéra pour entendre chanter M. McCormack.," sentences which many a college senior, preparing to teach French, might well stumble over, one wonders if colleges could do better than to adopt this juvenile text.

"C'est l'exemple qui parle" and the results in fluency, accuracy, understanding and joy, of a class using this text are amazing beyond belief. The care and completeness with which every element of language study is introduced, developed, reviewed and interwoven into an organic whole is inconceivable. Having used the book, it is impossible to write about it in anything but terms of the most unbounded enthusiasm. Teachers who have wondered at the remarkable progress made by Mr. Bovée's own pupils, may well rejoice that so much of his vitality, irrepressible enthusiasm and dynamic personality have gone into this book. He has indeed done a great service to the cause of modern languages in this country and deserves recognition and acclamation of every teacher of French in the United States.

TEACHERS' MANUAL. In the Teachers' Manual, which is soon to appear, Mr. Bovée begins with an Introduction and a preliminary chapter to explain the purpose of the book, the attitude of the teacher and the general technique to be followed in a one, two, or four year course. Chapter 3 takes up concrete problems of CLASS MANAGEMENT, such as 1. French names, 2. Absences, 3. Blackboard Work, 4. Oral Work, 5. Correction of Written Work, 6. Supervised Study, 7. Individual Differences, 8. Class Organization.

Chapter 4. CLASS PROGRAM explains in detail, 1. Attitude of teacher, 2. Use of phonetics, 3. Exercises in Subconscious Com-

prehension, 4. the Series, 5. Exercice au Tableau, 6. Salutation et conversation, 7. Dictation, 8. Explication, 9. Outside Reading.

Chapter 5. TEACHING NOTES ON THE PREMIÈRE CLASSE takes up in great detail every step in the first lesson.

Chapter 6. SERIAL SUGGESTIONS FOR THE CLASSES goes on with each step in each lesson, explaining clearly how it may be treated, suggesting other exercises besides those in the book, including extra questions in English about phonetics, answers to the questions in the book, and model tests and dictations for the "Compositions" and "Dictées" called for, or announced in the "devoirs" at specific intervals.

Inexperienced teachers will find in the Teachers' Manual a magic formula for most of their problems. Even experienced ones will find in it suggestions and inspiration for ever greater efforts. On first examining both the text and the teachers' manual, one cannot refrain from wondering if there is not a danger of the classwork's becoming wooden, cut and dried, mechanical. But in actual practise, one finds the text such a rich source of variety and activity, such a splendid foundation for originality, imagination and individuality on the part of both the teacher and the pupils, that the danger of the work's becoming fixed and static grows ever more and more remote. Here the beginning teacher will find her first efforts guided by a scientifically tested technique; and here the experienced teacher will find her aspirations organized and crystallized and forged into an instrument that can be used as easily and successfully by her students as by herself.

LAURA B. JOHNSON

Wisconsin High School

Books Received

PALMER, HAROLD E., "The Oral Method of Teaching Languages." World Book Co. 134 pp. 1922.

Teachers who are acquainted with Mr. Palmer's previous books on the teaching of languages will read with uncommon interest his latest volume which he describes in the sub-title as a "Monograph on Conversational Methods together with a full description and abundant examples of fifty appropriate Forms of Work."

FRENCH

ALAIN-FOURNIER, "Le Grand Meaulnes," with introduction by Jacques Rivière. Edited by HÉLÈNE HARVITT, 258 pp. notes and vocabulary. Charles Scribner's Sons. 1922.

A charming novel by a young writer comparatively unknown in this country who was killed in the battle of the Marne. It is well suited for use in second or third-year college classes.

BRISCOE, W. M. and DICKMAN, ADOLPHE, "Français Pratique." Allyn and Bacon. 208 pp.+vocabulary. 1923. \$1.40.

A composition book designed for grammar review and to aid in the acquisition of a vocabulary of everyday French. The first part consists of 52 lessons with reading texts covering the various daily interests of students, questionnaires, drill on idioms and exercises for translation into French. The second part includes reading material in dialogue form.

DIDEROT, "Paradoxe sur le Comédien." 81 pp. Cambridge University Press. 1922.

A welcome addition to the list of Cambridge Plain Texts.

FABRE, JEAN-HENRI, "Les Ravageurs." Edited by EDWARD MANLEY. Benj. H. Sanborn and Co. 102 pp. notes, questions, exercises, verb appendix and vocabulary. 1923.

A delightful account of the habits of insects written by one who was a poet as well as a naturalist. The simplicity of the language makes the book suitable for early use in the French course.

HALÉVY, LUDOVIC, "L'Abbé Constantin." ANTONIO J. PROVOST et A. KENNGOTT, Editeurs. Modern Language Press, Milwaukee. 169 pp. \$.80.

A new edition of an ever-popular classic provided with questionnaires, exercises for oral drill and notes in French.

LABICHE et MARTIN, "La Poudre aux Yeux," Comédie en deux actes. New edition with Introduction, Notes, Exercises and Vocabulary by VICTOR E. FRANÇOIS. American Book Co., 1923.

The exercises involving oral drill, grammar review and material for translation into English are the outstanding features of this new edition.

LEROY, OLIVIER, "A Glossary of French Slang." World Book Company. 163 pp. 1922.

A valuable aid for the understanding of current slang words, including War terms, many of which are not included in ordinary dictionaries. The author is Professor of English at the Lycée of Châteauroux.

MORIZE, ANDRÉ. "Problems and Methods of Literary History, with special Reference to Modern French Literature." Ginn and Co. 314 pp. 1922. \$2.40.

A guide book for graduate students who are working on French literature in American and English universities. The

author discusses such topics as bibliography, critical editions, investigation and interpretation of sources, problems of authenticity, versification, preparation and redaction of a thesis, etc.

MORRISON, WILLIAM ERIC and GAUTHIER, JEAN CH., "A French Grammar." American Book Co. 346 pp.+Verb Appendix and Vocabularies. 1923.

Sixty lessons covering the fundamental points of French grammar. Abundant material is provided for oral drill. Pronunciation is constantly emphasized and phonetic symbols are employed in all vocabularies.

PARGMENT, M. S., "Exercices Français Oraux et Ecrits avec Grammaire Élémentaire." Cours Préparatoire. Macmillan. 254 pp.+vocabulary. 1923.

Intended for second-year classes, with simplified reading texts, review of grammar, filling-in exercises, outlines for free composition, questionnaires and material for translation into French.

RIPMAN, WALTER, "French Dictation. A Handbook for Teachers with Sentences and Passages for Practice." E. P. Dutton and Co. 128 pp. 1922.

An attempt to make French dictation more methodical by a classification of mistakes most frequently made in tests conducted by the author. Various devices are proposed to remedy these mistakes. A book on original lines which will prove serviceable to teachers.

SPANISH

GOROSTIZA, MANUEL EDUARDO DE, "Contigo pan y cebolla. Comedia en cuatro actos." Edited by ARTHUR L. OWEN. Macmillan. 105 pp. +notes and vocabulary. 1923.

The second edition of the masterpiece of Mexico's greatest modern dramatist which has appeared during this year. The humor of Gorostiza is bound to prove attractive to students of Spanish.

JIMÉNEZ, JUAN RAMÓN, "Platero y Yo." Edited with Notes, Direct-Method Exercises, and Vocabulary by GERTRUDE M. WALSH, with a critical introduction by FEDERICO DE OÑÍS. D. C. Heath and Co. 92 pp.+notes and vocabulary. 1922.

The poet Juan Ramón Jiménez and the *borriquito* Platero will win many friends through this attractive edition. The human interest of the story, the simplicity of the language and the exercises for grammar review make the book suitable for use at an early stage of the work.

MANFRED, M. E., "Practical Spanish Grammar for Beginners." Scribner's Sons. 400 pages+vocabularies. 1923.

Forty-six lessons covering the fundamental principles of grammar with an abundance of material for oral drill.

MANUEL, JUAN, "El Conde Lucanor." Edited by MEDORA LOOMIS RAY and RUTH A. BAHRET. Allyn and Bacon. 122 pp.+vocabulary. 1922. \$.80.

This edition makes available for class-room use twelve stories derived from Juan Manuel's masterpiece. The language has been simplified and modernized. The exercises include cuestionarios, grammar review, word study and study of idioms, and sentences for translation into Spanish.

MÁRMOL, JOSÉ, "Amalia." Edited with Exercises, Notes and Vocabulary by AMES HAVEN CORLEY. Macmillan. 150 pp.+exercises, notes, verb appendix and vocabulary. 1922.

Another edition of Amalia with its absorbingly interesting picture of the Argentine under the dictatorship of General Rosas.

PÉREZ ESCRICH, ENRIQUE, "Fortuna-Tony." Edited with Introduction, Notes, Exercises and Vocabulary by M. A. DEVITIS. Allyn and Bacon. 108 pp.+vocabularies. 1922.

These two stories, which pay homage to the fidelity of the dog, are already familiar to most Spanish teachers. The notes of this edition presuppose its use in the early stages of the study of Spanish.

SENECA, PASQUALE, "Spanish Conversation and Composition." American Book Co. 132 pp.+vocabularies. 1923.

Thirty lessons consisting of Spanish dialogues, questionnaires and English exercises for translation. The Spanish text deals with material of everyday life with American background. Emphasis is laid upon idiomatic expressions. The book is suitable for use as a basis for both conversation and composition.

PORTUGUESE

SONNETS AND POEMS OF ANTHERO DE QUENTAL. Translated by S. GRISWOLD MORLEY. University of California Press. 1922.

Professor Morley does not exaggerate in qualifying as "extraordinary" the sonnets of Anthero de Quental, and with rare poetic feeling he has endowed his English version with the poignant intensity and rhythmical beauties that the originals possess. Few poets of the Iberian Peninsula have had the good fortune to find so sympathetic a translator.

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